NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

FOR IMMEDIATE RELEASE

SPECIAL TO LOUISIANA PAPERS

Louisiana Now
In 27th Place
For School Pay

WASHINGTON, D.C., Feb. 23--Revised figures have put the state of Louisiana in 27th place among the 50 states--instead of 19th--in salaries paid public school teachers and other instructional personnel such as counselors, librarians, supervisors, and principals.

The state ranks 20th in the number of children (802,600) attending public schools.

The placement was made by the Research Division of the National Education Association in its "Rankings of the States, 1966." Last year's edition of the research report put Louisiana in 35th place in salaries to teachers and other instructional personnel.

Early 1966 estimates provided NEA by the state department of education indicated average salary for instructional staff in the public schools was $6,676--which would have put Louisiana in 19th place--but the state later lowered its estimated average figure to $6,231.

The national average pay for teachers and other instructional personnel is $6,792. Average for some other Southern states place Mississippi 50th with an estimated average of $4,300; Arkansas 47th with $4,925; Alabama 41st with $5,350; Georgia 39th with $5,500; Oklahoma 32nd with $5,921; Texas 29th with $6,100; and Florida in 23rd place with an estimated average salary of $6,577.

(More)

Louisiana Now
In 27th Place
For School Pay

While the national average expenditure per pupil in average daily attendance is estimated at $533, Louisiana is in 32nd place with an estimated $468 expenditure per pupil. Mississippi ranks 50th with an estimated $318 per pupil expenditure; Alabama 48th with $356; Arkansas 44th with $376; Georgia 42nd with $384; Oklahoma 39th with $411; Texas 36th with $450; and Florida 35th with $458.

# # #

2/23/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Integration Job
Of Every School
Says New Report

ATLANTIC CITY, N. J., Feb. 15--No two school districts are the same--every one of them can do something about school integration.

That's the basic message of a major report on "School Racial Policy" issued here this week at the annual convention of the American Association of School Administrators (AASA).

"Every school district has the same reason for being," the report says. "It was created to operate public schools that will provide all the children of all the people with a kind and amount of education that will enable youth to grow into responsible and responsive citizenship in a representative democracy; to equip them for the time when they will take over in their turn the operations of our society with the skills and will to make our nation an ever-better place for all people to join in life, liberty, and the pursuit of happiness."

Every school, the report says, can write and follow a hard policy of quality education for every child, maximum opportunity for every child, maximum help for those children with needs which do not fit the majority pattern in a school. Every school can follow a hard policy of hiring the best teachers to do the best job for all the children.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

The book is the result of a three-year study by a Special Commission on School Racial Policy created by AASA and chaired by Carroll Johnson, superintendent of schools at White Plains, N.Y.

A few specific things suggested for schools to do:

Set up in-service programs so teachers of different races and from different backgrounds may get to know one another.

Do the same thing for students with after school activities or summer school programs, music festivals, field trips.

Designate someone to keep the public informed of what the schools are doing and to act as the "conscience" of policy-setters.

Build a curriculum that reflects the contributions of different cultures to American society.

Encourage formation of citizen advisory committees to bring citizens into direct contact with schools.

In homogeneous districts without members of another race in the school or on the faculty, set up activities for students and teachers outside school boundaries.

The report takes a look at plans for integrating the schools, especially in the areas of the North where schools are de facto segregated, and declares that bussing, open enrollment, controlled racial balance, shifting attendance boundaries, reorganization of grades, and special catch-up prpgrams are helpful.

But it adds that there is no single policy or procedure that will automatically and magically produce integration or further racial understanding.

"Most of these plans have worked somewhere for a time and have helped some children. When introduced they have been useful as symbols of intention and have in practice increased educational opportunities for many."

The authors are intrigued by the untested possibilities of the school village in which all the schools in a district would be located at a central point to which

children would be brought, but they see many difficulties including adequate financing and sites for such an enterprise.

Many of the integration plans, the report says, "have foundered because of the much greater mobility of favored groups. The school village is still untried. It is the Commission's view that any or all of these may be worth undertaking in a given situation."

While pointing out that the schools alone cannot solve the nation's racial problems, the book recognizes that the school's role today is not only important but "unprecedented."

For where the school's task once was to unify the tide of immigrants into democracy and culture, that task has changed. The goal today is not unification but diversification, not bringing culturally diverse people together into an American culture but bringing the end of segregation, the opening of doors to all Americans, and the making at last the long and widely held American dream of equality and opportunity for every citizen."

"The Commission believes that this provision is required of every school district in America.

# # #

2/15/66

NOTE: For press use only, a copy of "School Racial Policy" may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 - 16th Street, N. W., Washington, D. C., 20036. Single copy, $2 each. Quantity orders: 2-9 copies, 10 per cent discount; 10 or more copies, 20 per cent discount may be purchased from the American Association of School Administrators at the above address.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

February 14, 1966

MEMORANDUM TO: Editors and Broadcasters

FROM: M. Ruth Broom, Division of Press, Radio, and Television Relations, NEA, and Duncan Hodel, Jose Ortego School, San Francisco, Calif.

SUBJECT: 1966 Conference of the Association for Supervision and Curriculum Development, a department of the National Education Association in San Francisco, Calif., March 13-17.

Theme for the conference: "Strategy for Curriculum Change."

Headquarters for the meeting will be in the San Francisco Hilton Hotel, but major sessions will be held in the Civic Auditorium. Approximately 4000 educators from all over the United States are expected to attend.

Among the major speakers at the conference are:

John Goodlad, Professor and Director of the University Elementary School, University of California, Los Angeles. His topic: "Direction and Redirection for Curriculum Change."

Harry S. Broudy, Professor of Philosophy of Education, University of Illinois, Urbana, who will speak on "Criteria for Curriculum Decisions."

William G. Hollister, Department of Psychiatry, The School of Medicine, The University of North Carolina, Chapel Hill, speaking on "Mental Health and Cognitive-Affective Learning."

Ronald Lippitt, Program Director, Center for Research on Utilization of Scientific Knowledge, The University of Michigan, Ann Arbor. His topic: "Processes of Curriculum Change."

Joseph Sisco, Assistant Secretary of State, International Organization Affairs, Washington, D. C., will address the banquet session Wednesday evening, March 16, on the topic "International Dimensions of Education."

A Press Office for the conference will be located in the Civic Auditorium and a staff will be on hand to help writers with coverage. We hope to have advance copies of some of the major addresses. A copy of the conference program is available upon request.

Feb. 14, 1966

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

FOR RELEASE TO A.M. PAPERS OF MONDAY
FEBRUARY 14, 1966

NEA Opens
Tax-Deferred
Annuity Plan

ATLANTIC CITY, N.J., Feb. 14- Teachers in New York State will be the first to come under a new tax-deferred annuity program which the National Education Association and the New York State Teachers Association are preparing to offer members.

Richard D. Batchelder, NEA president, made the announcement at a meeting here of the NEA executive committee. The committee meets each February in connection with the annual convention of the American Association of School Administrators, now underway in Atlantic City.

Batchelder said the new plan eventually will spread to every state. It allows members of NEA and, where available, NEA state affiliates, to obtain a guaranteed return for their annuity investments and to put off tax payments on both the invested portion of their income and on the interest until they either retire or abandon the program.

Deferring taxes until they retire, probably at age 65, Batchelder said, allows teachers to pay their taxes when their income and tax rates are lower and when, at age 65, they are eligible for double exemptions. Until that time, they pay no taxes on dividends from their annuity investments.

Before such a tax deferred annuity program can be put into effect at a school, Batchelder pointed out, the school board must formally agree to reduce the teacher's salary with the understanding that the reduced portion goes into the annuity program.

Prudential Insurance Co., Newark, N.J., will hold a personal account for each contributing teacher under the group annuity contract between the company and NEA.

(More)

Interest--presently 4 3/4 per cent per year--will be credited monthly but may change according to investment conditions.

Batchelder said the new annuity plan is not connected with any other retirement program, that it does not affect Social Security or state teachers' retirement benefits as these will still be based on gross salary before annuity deductions. He said the plan offers withdrawal options and death benefits, that contributions are flexible, and that the plan may be transferred when the teacher moves to another school system in which the school board has also agreed to the plan.

A 30-year-old male teacher (female teachers live longer) contributing $50 a month for 35 years into the new annuity plan under present interest rates, could draw at retirement $352 a month for the rest of his life. Or he could take a lump sum settlement, based on present interest and dividend scales, of $49,800.

But the typical contributor to an annuity plan starts somewhat later than that and contributes more per year. An example: a 45-year-old male teacher contributing $1,000 a year could, at age 65, draw $230 a month for life or a lump-sum payment of $31,100.

Batchelder stressed that the teacher's contribution to the annuity plan was flexible and could be changed annually.

He said an annuity trust, made up of NEA members, will be formed to oversee the program. Similar trusts have already been formed for NEA insurance programs and for the mutual fund.

"This is another of the NEA's special services to members of the united profession," Batchelder said, "and a very valuable one. I believe this is the best annuity plan available to teachers in the United States because the returns will be high and the cost low. This plan could not have been developed without the mass purchasing power of the NEA and its state affiliates. Together with the already

(More)

existing life insurance and mutual fund plans, the new program provides a triple-threat attack on the security problems of teachers--an attack which is unparalleled and which is continuing. Other welfare plans are still pending--including a special services card plan, travel-accident insurance, professional liability insurance, and others."

# # #

2/14/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

FOR RELEASE TO: Sunday Papers
February 13, 1966

Education Is Good Business
For the Entire Country

ATLANTIC CITY, N.J., Feb. 13--The schools are making a great contribution to the economic growth of this country by training a highly skilled work force and boosting our national product, Charles S. Benson, associate professor of education at the University of California, Berkeley, writes in "Education Is Good Business."

The report is the result of the Joint Project sponsored by the American Association of School Administrators (AASA), the Association of School Business Officials, and the National School Boards Association. In a meeting today at the AASA convention here, Benson declared:

• Gains in worker efficiency achieved through education account for 21 to 23 per cent of the growth in gross national product, and education is the base upon which the quality of research and development activities of American industry rests. The "advance of knowledge" achieved through research accounts for an additional 20 per cent of our prosperity.

• Free public education has now become the biggest business in the United States in terms of the number of people involved. In 1960, 40 million persons--nearly a quarter of our population--were participants in education as students, teachers, administrators, and school board members.

• Such a large activity is costly. In fact, we are presently making cash expenditures for public elementary and secondary schools of $110 a year per person, not including a multitude of costs borne by individual families.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

● But educational expenditures increase the size of the market to which business firms sell, and thus education results in bigger receipts for business.

● Of great importance, educational expenditures promote the growth of our national income--the sum of wages, salaries, fees, dividends, rents, and interests that we receive in a year. As national income gets bigger, there is more buying power in the hands of the public, and business firms make more sales. It is estimated that expenditures on education in our economy led to an increase in markets for goods and services of $62.4 billion between 1947 and 1963.

● Not only do educational expenditures lead to bigger markets, they also serve to reduce production costs. Some manufacturers, Benson says, have extraordinary demands for highly skilled labor. These firms generally deal with products which are closely affected by advances in physical science. Some supply the materials and equipment for national defense in the nuclear age, for the exploration of space and for continuing the development of automated production throughout our economy.

● For the individual who obtains a good education, the opportunities for a good job increase greatly. According to Benson, the estimated average lifetime earnings by levels of education include $184,000 for those who have had eight years of elementary education; $247,000 for high school graduates; and $385,000 for college graduates.

● Along with the expectations of higher income, individuals also may look forward to better homes, the benefits of research in medicine, and time to enjoy leisure and to develop cultural maturity.

● Plant, machinery, and other equipment make up physical assets, but within the past 10 years a new "human capital" has arisen. The cost of education once regarded as a consumer expenditure, is viewed as an investment. One of the studies reported by Benson concludes that 21 per cent of the growth of the economy between 1929 and 1957 was attributable to investment in "human capital."

(More)

● The nation wants government and an economic structure to cope with chronic unemployment, a problem which appears to be characteristic of periods of rapid technological change, Benson continues, and "we believe that education, properly directed, is the chief means whereby people can find new kinds of jobs when the old kinds disappear."

2/13/66

NOTE: For press use only, a copy of "Education Is Good Business" may be obtained from the Division of Press, Radio and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C., 20036. For other purposes copies of the book may be purchased for $2 each from the American Association of School Administrators at the above address.

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C. (202) AD 4-4868
NEW YORK CITY (212) LT 1-2360
LOS ANGELES (213) 478-1277

For Further Information:
Beatrice M. Gudridge
Room 8, Atlantic City Convention Hall
Telephone: Code 609 345-7584

FOR IMMEDIATE RELEASE

28,000 Educators Head for Atlantic City
For AASA Convention February 12-16

ATLANTIC CITY, N.J., Feb. 11--A surging tide of 28,000 school superintendents and other educators will engulf Atlantic City's famed boardwalk Feb. 12-16 as the American Association of School Administrators (AASA) launches its 98th annual convention here tomorrow.

From the opening general session on national assessment of educational achievement featuring Educator Ralph W. Tyler of Stanford, Calif. through Vice President Hubert Humphrey's major address Sunday night to the final Fred Waring extravaganza Wednesday night, the convention current will flow swiftly.

From government and politics will come such speakers as Assistant Secretary Francis Keppel of the U. S. Department of Health, Education, and Welfare, Commissioner of Education Harold Howe II, former Governor Terry Sanford of North Carolina, Director of the Study of American States, and Space Expert George E. Mueller, Associate Administrator for Manned Space Flight, National Aeronautics and Space Administration.

Educational specialists such as Sir Ronald Gould of England's National Union of Teachers; James B. Conant, President Emeritus of Harvard; and Roger Revelle of Harvard's Center for Population Studies will address the convention.

The former Commander-in-Chief in Europe, General Lauris Norstad, now President of the Owens-Corning Fiberglas Corporation in New York, will make a major address, as will Washington Commentator Max Freedman.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Small work sessions begin Sunday afternoon with more than 20 section meetings covering major ongoing study projects of AASA involving school racial policy, teaching of English, federal policy for education, the Interstate Compact for education, innovations in curriculum planning, meaningful mathematics, music in the schools, and school building and facilities.

On each of the next three days, the convention-goer may choose from an array of more than 50 simultaneous discussion groups ranging over the entire education spectrum from the new role of the federal government in education to educating the culturally deprived and religion's place in the public schools to the new militancy of teachers. All told, more than 150 discussion groups, seminars, clinics, and meet-the-expert sessions will be held.

On major issues, several discussion groups have been scheduled. For example, throughout the week, there are 18 discussion groups keyed to civil rights and the culturally deprived; 6 on the impact of federal government on education; 7 on the roles of the superintendent, school board and teachers vis-a-vis how teachers should organize, professional negotiations, strikes and sanctions; 5 on religion relating to the schools; 21 on various facets of curriculum improvement, new teaching methods and facilities; and 8 on health matters, including sex education and the hazards of cigaret smoking. In addition the convention-goer can seek individual help on these and other problem areas in meet-the-expert sessions held each day.

When he's not attending a meeting in the flesh, the superintendent can tune into an education discussion during any of the 9 hours of closed-circuit TV programming offered daily by AASA over thousands of sets in the city. About 400 persons participate in these broadcasts.

Begun in 1961 as a "convention within a convention," the TV schedule this year has been block-programmed so that discussions on a specific topic may be heard at the same time each day. For example, each morning at 8:30 A.M. various aspects of "Keeping

(More)

the Arts in the Curriculum" will be explored and the 7 P.M. daily program will deal with pre-kindergarten education. Other general categories to be explored each day on TV include: The Federal Government and Education, Research and the Superintendent, Community Colleges, the School Plant, Civil Rights and the Public Schools, and Teacher-Superintendent-School Board Relationships.

Another "convention within a convention" is the mammoth educational and school building architectural exhibit occupying almost five acres of floor space on two levels of Convention Hall and featuring school products from bleachers to buses, textbooks to tractors.

The convention opens at 2:30 P.M. Saturday, Feb. 12 with the general session on national assessment and closes Wednesday evening with annual presentation of the American Education Award by the Associated Exhibitors. The Golden Key Awards will be presented Saturday evening to Captain Roger H. C. Donlon, U.S. Army, recipient of the only Medal of Honor Award awarded to date in the Vietnam conflict and to his former teacher, Mary Elinor Lente of Saugerties, N.Y., High School.

Presiding over general sessions will be AASA President George B. Brain, Dean, College of Education, Washington State University at Pullman. Executive Secretary of AASA is Forrest E. Conner of Washington, D. C.

# # #

2/11/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

February 10, 1966

MEMORANDUM TO: Editors and Public Relations Directors
State Education Associations

April is Teaching Career Month.

For your use, we enclose a news release and a complimentary set of this year's TCM materials.

The packet contains resource information and samples of the various items prepared for the promotion of this event.

We hope you will find these materials helpful.

Sincerely yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Teaching Career Month
Highlights Partnership Need

For years, classroom teachers have felt they were, at best, silent partners in American education...that while their advice was consistently asked, it was just as consistently ignored.

But teachers are attempting to change all that. Teachers feel that matters of what is taught, how it is taught, and who teaches it, are properly their concern. So this year, during the month in which the teaching profession is annually honored --April, Teaching Career Month--the theme has been chosen to reflect this new determination.

"Teachers: Partners in Progress" is not an empty theme to teachers, for they see their acceptance as partners in the educational enterprise--along with school administrators, school boards, parents, and indeed, the entire community including the students themselves--as essential to the continued push for educational improvement.

In a month set aside to encourage young men and women to strive for careers in teaching, and to recognize the dedication and competence of those already in teaching, the National Education Association (NEA), which sponsors the observance, together with its affiliates, has prepared a packet of materials to help promote these objectives.

Most of the materials, however, can be used at other times during the year for other purposes.

(More)

Included are such things as "Teaching Career Fact Book," which describes the world of teaching for young people thinking of a teaching career; "Teaching Career Month Handbook of Ideas," which suggests things to be done during the month to honor teachers and promote teaching; and a variety of other items about such issues as the assignment and misassignment of teachers and finding the time for teachers to actually teach.

The latter, teachers feel, is one of their most pressing problems, for after subtracting the time when a teacher is not teaching--instead is collecting lunch money, or giving standardized tests or overseeing the lunchroom or crawling through paper work--teachers feel the time they have left to teach and to prepare to teach is woefully short.

Teachers are not about to be silent partners any longer. They are determined that their voices will not only be heard--but heeded.

2/11/66

NOTE: 1966 Teaching Career Month packets may be ordered for $2 from Publications Sales, National Education Association, 1201 16th Street, N.W., Washington, D. C., 20036. Payment must accompany orders for $2 or less.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

February 10, 1966

MEMORANDUM TO: Editors and Public Relations Directors
State Education Associations

April is Teaching Career Month.

For your use, we enclose a news release and a complimentary set of this year's TCM materials.

The packet contains resource information and samples of the various items prepared for the promotion of this event.

We hope you will find these materials helpful.

Sincerely yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Teaching Career Month
Highlights Partnership Need

For years, classroom teachers have felt they were, at best, silent partners in American education...that while their advice was consistently asked, it was just as consistently ignored.

But teachers are attempting to change all that. Teachers feel that matters of what is taught, how it is taught, and who teaches it, are properly their concern. So this year, during the month in which the teaching profession is annually honored --April, Teaching Career Month--the theme has been chosen to reflect this new determination.

"Teachers: Partners in Progress" is not an empty theme to teachers, for they see their acceptance as partners in the educational enterprise--along with school administrators, school boards, parents, and indeed, the entire community including the students themselves--as essential to the continued push for educational improvement.

In a month set aside to encourage young men and women to strive for careers in teaching, and to recognize the dedication and competence of those already in teaching, the National Education Association (NEA), which sponsors the observance, together with its affiliates, has prepared a packet of materials to help promote these objectives.

Most of the materials, however, can be used at other times during the year for other purposes.

(More)

Included are such things as "Teaching Career Fact Book," which describes the world of teaching for young people thinking of a teaching career; "Teaching Career Month Handbook of Ideas," which suggests things to be done during the month to honor teachers and promote teaching; and a variety of other items about such issues as the assignment and misassignment of teachers and finding the time for teachers to actually teach.

The latter, teachers feel, is one of their most pressing problems, for after subtracting the time when a teacher is not teaching--instead is collecting lunch money, or giving standardized tests or overseeing the lunchroom or crawling through paper work--teachers feel the time they have left to teach and to prepare to teach is woefully short.

Teachers are not about to be silent partners any longer. They are determined that their voices will not only be heard--but heeded.

# # #

2/11/66

NOTE: 1966 Teaching Career Month packets may be ordered for $2 from Publications Sales, National Education Association, 1201 16th Street, N.W., Washington, D. C., 20036. Payment must accompany orders for $2 or less.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

February 9, 1966

MEMORANDUM TO: Education Writers and Broadcasters

FROM: M. Ruth Broom and Robin Dorr, Division of Press, Radio, and Television Relations

SUBJECT: Dr. Harold Taylor to speak at 18th Annual Meeting of the American Association of Colleges for Teacher Education, Feb. 18, 9 a.m. Press conference to be held at 11 a.m., Room 9, Conrad Hilton Hotel.

Dr. Harold Taylor, educator and philosopher, will be a featured speaker at the 18th Annual Meeting of the American Association of Colleges for Teacher Education to be held in Chicago, Feb. 15-19. He will address an open committee meeting at 9 a.m. on Feb. 18 at the Conrad Hilton Hotel.

Dr. Taylor will direct a year-long project on Teacher Education in International Affairs, a study sponsored by the American Association of Colleges for Teacher Education, a department of the National Education Association. He will discuss this upcoming project at the Feb. 18 committee meeting.

A press conference will be held in Room 9 beginning at 11 a.m.

Dr. Taylor was president of Sarah Lawrence College from 1945 to 1959. While there he initiated the development of a new curriculum in teacher preparation, graduate studies, performing arts, adult education, and educational research. After his retirement from Sarah Lawrence he travelled for a year, and in 1961 began a continuing study of the concept and feasibility of a world university. In 1962 he studied the curriculum and program of theological school students in the Unitarian Universalist movement and developed a new program. That same year he advised the board of trustees of Fairleigh Dickinson University, Rutherford, N.J., in the development of an educational plan for the future of the university.

He was chairman of the Eleanor Roosevelt Memorial Foundation, and also chairman of the National Research Council on Peace Strategy; vice-chairman of the National Committee for Support of the Public Schools; and trustee of the Putney School, Putney, Vt.

Dr. Taylor has authored monographs and articles in philosophical and educational journals. He is the author of <u>On Education and Freedom</u> and <u>Art and the Intellect</u>.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

February 9, 1966

Memorandum to: Editors of State Journals

We attach for your use a news release and the complete text of an important address made by NEA Executive Secretary William G. Carr before the annual convention of the National Association of Secondary-School Principals February 7 in Cleveland, Ohio.

We think you will be interested in Dr. Carr's comments on the principal's role in professional negotiations.

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE AT WILL

Carr Discusses Principal's Role
In Professional Negotiations

WASHINGTON, D.C., Feb. 9--While there is no pat formula for determining the role of the school principal in professional negotiations, he cannot be just a neutral spectator when decisions are made about education in his community.

So said William G. Carr, Executive Secretary of the National Education Association, in a major address to the convention of the National Association of Secondary-School Principals in Cleveland, Ohio, this week.

The nature of the principal's participation in negotiations, he added, is best determined by local preference. In hundreds of school systems, he pointed out, the preference has been for principals to participate with local education associations as members of a united team, and there is no conflict of interest because most negotiable matters relate to all professional personnel.

Where special local considerations indicate another course, Carr said, principals have joined in negotiations either separately or cooperatively with teachers through a joint council. Experience has demonstrated, he added, that the all-inclusive approach, principals and teachers working together through a local association, can operate successfully when all concerned want to make it work. Individual segments of such an association, he said, must be free to reach policy decisions free of interference from other segments, and the diverse needs of the various groups should be reconciled before negotiations begin.

In the four years since the NEA Delegate Assembly adopted a program of professional negotiations, Carr said, about 1,000 local agreements have been negotiated and 11 states have passed laws explicitly providing for negotiations

(More)

between school boards and professional staffs. Five such laws were enacted last year and in three of the five states (Connecticut, Oregon, Washington) the statutes require a secret ballot with all professional personnel below the rank of superintendent participating in selection of the negotiation representative. Another state, Florida, while not requiring elections, specifies all inclusive membership in negotiating units.

"The teaching profession of the United States is now on the move," Carr continued. "Teachers are determined to have a role in defining the conditions under which their services to the community may be provided. They insist upon a greater opportunity to apply their skills to the solution of human problems in the light of their first-hand knowledge of those problems.

"They have not lessened their determination to do an effective job in the classroom, but they also want the recognition which their training, experience and skill abundantly justify. They think that better teaching and a better status for teachers are two sides of the same coin.

"The basic decision to secure and use written professional negotiation agreements for such purposes has been made in hundreds of thousands of minds. That decision will not be reversed. The teaching profession is using this means, through its own free and independent organizations, to advance the policies and ideals which its members believe to be essential.

"It would be wise for schoolboard members, newspaper editors, state legislators, public officials, and other makers and leaders of public opinion to recognize the profound nature of this decision by the teaching profession."

2/9/66

THE PRINCIPAL'S ROLE IN PROFESSIONAL NEGOTIATION

William G. Carr
Executive Secretary, NEA

The establishment of satisfactory procedures for professional negotiation is one of the major goals of the teaching profession today. The maintenance of satisfactory working relationships among various components of the teaching profession is fundamental to the achievement of this goal.

Page 1 of the NEA Guidelines for Professional Negotiation provides this definition of the process:

> Professional negotiation is a set of procedures, written and officially adopted by the local association and the schoolboard, which provides an orderly method for the schoolboard and the local association to negotiate, through professional channels, on matters of mutual concern, to reach agreement on these matters, and to establish educational channels for mediation and appeal in the event of impasse.

Since professional negotiation was explicitly defined at the NEA Convention in 1962, progress in achieving written agreements has been remarkable. Approximately 1,000 local negotiation agreements have already been achieved. Eleven state legislatures have passed laws providing for negotiations between school boards and their professional staffs.

The teaching profession of the United States is now on the move. Teachers are determined to have a role in defining the conditions under which their services to the community may be provided. They insist upon a greater opportunity to apply their skills to the solution of human problems in the light of their first-hand knowledge of those problems. They have not lessened their determination to do an effective job in the classroom, but they also want the recognition which their training, experience and skill abundantly justify. They think that better teaching and a better status for teachers are two sides of the same coin. The basic decision

---

Excerpt from a speech given by Dr. Carr at the National Association of Secondary School Principals in Cleveland, February 7, 1966

to secure and use written professional negotiation agreements for such purposes has been made in hundreds of thousands of minds. That decision will not be reversed.

Professional negotiation is as important to secondary-school principals as it is to classroom teachers, and for many of the same reasons. Principals, as well as teachers, must have greater opportunity to work as trained professionals. Principals have been and still are hampered in too many instances by custodial and housekeeping chores, in the choice of their staffs, and in development of the school's curriculum. They need more freedom to select their staffs, and, in consultation with them, to shape the school program. The superintendent and the central staff, especially in large urban districts, are often so far removed from the daily operation of the schools that the principals need to assume greater roles in policy development.

Some people say that principals, by definition, cannot belong to local education associations, that they cannot participate in negotiations as part of a united team. To them I would say: It can be done, it has been done, and it is being done in hundreds of school systems throughout the nation.

The principal, then, if he values his professional freedom, cannot afford to be neutral when questions of teacher affiliation arise at the local level. This particularly pertains to staff elections to determine majority representation for the purpose of negotiation. Every staff member should be free to vote in a representation election. This is especially pertinent in cases where an all-inclusive organization is one of the choices on the ballot. No staff member should be disenfranchised on a matter of such importance, and no staff member should feel constrained to hide his true feelings of allegiance.

More

How, then, should principals be represented in negotiations? Beyond this question lies an even more basic one: the structure of staff organizations at the local level. Local affiliates of the National Education Association are free, under the Bylaws of the Association, to organize in the manner they deem most suitable to their purposes. While the NEA has no official preference for one type of local affiliate organization over another, evidence and experience clearly show that an inclusive approach to negotiations can operate successfully if all parties desire to make it so. However, individual segments of the organization should be able to arrive at important policy decisions free of the domination or undue influence by other segments. And the diverse needs and interests of various groups should be reconciled satisfactorily before negotiations begin.

Of the five statewide professional negotiation statutes enacted in 1965, three call for secret ballot elections to determine the negotiation representative (Connecticut, Oregon, and Washington). In all three states, the statutes call for participation of all professional personnel below the rank of superintendent in the elections.

The Florida statute, while not calling for elections, mandates all-inclusive membership in negotiating units.

More

The Connecticut statute provides for local determination of the negotiation unit. Prior to voting for the negotiation representative, a vote is held to ascertain whether the staff wishes to negotiate through a single, all-inclusive organization or through separate units composed of classroom teachers on the one hand and administrative-supervisory personnel on the other. This approach is sound, since it permits local preferences to control the plan to be followed in negotiations. In the vast majority of elections held thus far in Connecticut, staff members have voted to continue the all-inclusive type of association structure.

Since most negotiable items pertain to all professional personnel, no inherent conflict of interest is created by inclusive organizations. Even in the case of salary schedules, there is a tendency to include all personnel in a single structure, relating administrative-supervisory positions to the teachers' schedule by means of ratios. The situation here is somewhat analogous to that in the federal government, where all-inclusive employee organizations are frequently to be found.

If the all-inclusive membership concept does not or cannot operate satisfactorily in specific instances, alternative arrangements can be worked out.

I referred earlier to the NASSP booklet, The Principal's Role in Collective Negotiations. Implicit in the title is the assumption that there is a role for principals in the negotiation process. I agree with this belief. Professional negotiation enlarges the participation of all teachers in the formulation of school policies. Its aim is not to exclude anyone, but rather, to include teachers "in."

One cannot give pat formulas concerning the principal's role in professional negotiation. In the final analysis, the most appropriate pattern for negotiation should be left to local preference, based upon unique local circumstances. Certainly, where a tradition of effective action by the local professional staff has been developed and is working well, the policy should be continued. Above all, principals must not be spectators when decisions are made about the course of

education in their communities. They belong with their colleagues, in their professional associations. Inaction and disinterest separate and alienate teachers and principals as surely as open hostility.

The relationships and roles of the members of the teaching profession brought about by formal negotiation procedures at the local level should not cause us to try to reweave the whole fabric. At the state and national levels, I see no major change required because of the negotiation process at the local level.

The united professional approach in the United States is unlike any other in the world. No other professional organization ~~in the world~~ has nearly a million members. No other organization has over 8,000 local affiliates. No other has so many large and effective departments. No other organization has an equal record of achievements covering more than a century of activity. No other has a similar chance to grow in strength and usefulness to the United States in the future.

Throughout Europe, and most of South America, if you say you belong to a teachers organization, they ask, "Which organization do you mean, the elementary teachers or the secondary teachers?" Only in Scotland and in parts of Germany will you find one organization representing both elementary and secondary teachers. Everywhere else, there is division. The French even typically use different words for a high school teacher and a primary teacher. In still other countries, the

more

teachers are divided according to political party. This is quite common in Latin America. In still other countries, teachers are divided according to religion.

In this country, perhaps by good luck at first, but more recently, I think, by deliberate design, we have avoided that kind of division. ~~That~~ unity has produced enormously valuable results; it must be preserved.

Finally, as the NASSP begins its second 50 years, I invite each of you to consider these new duties which are taught by new occasions.

1. The duty to stand for the right of teachers to negotiate with boards of education.
2. The duty to seek written professional negotiation agreements and insist that these agreements be faithfully observed by all parties to them.
3. The duty to develop state legislation which embodies these rights and responsibilities.
4. The duty to strive unstintingly to make the concept of the unified profession work in the context of negotiation as in other contexts.
5. The duty to help devise new patterns of administration as required by the negotiation process.
6. The duty to join with your colleagues at all levels to make professional negotiation work for the good of education and the teaching profession.
7. Above all else, the duty to speak out regarding your views on the proper organization of your profession. The silence of influential men at a critical period is an abdication of leadership.

#

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

February 8, 1966

MEMORANDUM TO: Education Writers and Broadcasters

FROM: M. Ruth Broom and Robin Dorr, Division of Press, Radio, and Television Relations

SUBJECT: 50th Annual Meeting of the American Educational Research Association, February 17-19, 1966

PLACE: Pick-Congress Hotel, Chicago, Ill.

SPEAKERS:

Richard M. Gagne, American Institute for Research, Pittsburg, Pa., who will discuss "Curriculum Development and the Promotion of Learning." He will describe some of the findings stemming from a recent survey of teaching science to young children.

Leonard J. Savage, Department of Statistics, Yale University, who will discuss some of the latest statistical procedures used in experimental psychology.

Donald E. Broadbent, director, Applied Psychology Research Unit, Medical Research Council, Cambridge University, England. Dr. Broadbent's talk will be a summary of his research into "The Well-Ordered Mind: Some Observations on the Retrieval of Information From Memory."

Among the highlights of the convention will be discussions of computer uses in the classroom for teaching purposes, and the recent development of computers being used to grade essay tests. Also of significance will be a symposium on "A National Assessment of Educational Progress," to be held on Thursday, Feb. 17 at 3 p.m. This joint meeting with the National Council on Measurement in Education will be chaired by David R. Krathwohl, dean of the School of Education at Syracuse University.

The presentation of the AERA-Phi Delta Kappa Award for Distinguished Contributions to Educational Research will be made at the annual banquet on Thursday, Feb. 17, at 7 p.m. Delivering addresses at this banquet will be Carter V. Good, dean of the College of Education and Home Economics, University of Cincinnati, and Ralph W. Tyler, director, Center for the Advanced Study in the Behavioral Sciences, Palo Alto, Calif. Tyler was last year's recipient of the AERA-Phi Delta Kappa Award.

We hope to have advance copies of some of the speeches. A copy of the conference program will be available upon request.

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

FOR RELEASE: Feb. 8, 1966

Special to State Education Journals

Viet Nam Hero and High School Latin
Teacher Share Golden Key Awards

WASHINGTON, D.C., Feb. 8--The Golden Keys for 1966 go to Army Capt. Roger H. C. Donlon, winner of the only Congressional Medal of Honor to be awarded for heroism in combat in Viet Nam, and his high school Latin teacher, Miss Mary Elinor Lente of Saugerties, N.Y.

Capt. Donlon, 32 and unmarried, was designated by the sponsoring educational organizations to be honored for an achievement which contributed significantly to the national welfare, and he selected Miss Lente to share the award with him, naming her as the teacher who had decisively influenced his own career.

The Golden Keys will be presented to Capt. Donlon and Miss Lente Feb. 12 at a general session of the annual convention of the American Association of School Administrators in Atlantic City, N.J. Miss Lente's award will also include a $1,000 check. Through the Golden Key program the sponsoring organizations seek to dramatize the role of the teacher in American life as a means of interesting young people in teaching careers.

Capt. Donlon remembers Miss Lente as a teacher whose goal for her students wasn't "an A or 100 percent" but rather one who inspired them "to do everything

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

they're supposed to--and then some." Which is one way of describing Capt. Donlon's actions in the predawn hours of July 6, 1964, when he rallied his forces for the successful defense of Camp Nam Dong, repelling a sustained attack by numerically superior Viet Cong forces. He was wounded four times in the course of the five-hour battle.

Miss Lente, now coordinator of the language department at Saugerties High School, remembers Capt. Donlon as "a mischievous student with a twinkle in his eyes--always doing little things to tease." But his outstanding quality, during the two years he studied Latin under her, she recalls as "stick-to-itiveness." His grades were only average, she recalls, "but he was industrious and dependable--he always finished everything."

When the two met again recently at Ft. Benning, Ga., where Capt. Donlon is enrolled in an Officers' Career Course, there was some reminiscing over the old days at Saugerties High, and Miss Lente mentioned that she somehow regretted having given up teaching Latin--she now teaches only French courses. "Some say Latin's a dead language," she confessed, "but it isn't at all."

"The teacher was very much alive," Capt. Donlon interjected. He said he got more out of Latin than any other subject. "It's where I first learned the value of a language in history and culture," he added. Since then he has studied a little Portuguese, Russian, and Vietnamese and he admits to "a working knowledge of English."

One of the devices Miss Lente used to interest her Latin students in the subject was a Latin club, with a membership requirement that acceptable grades be maintained. A highlight of the club's activities was an annual visit to New York's Metropolitan Opera. Capt. Donlon recalls one visit there at which he tossed peanuts from the balcony "because at that point the Met seemed just like the Orpheum at home," but nonetheless he traces an abiding interest in classical music to those excursions to the Metropolitan.

(More)

Appropriately enough for a professional soldier who remembers his Latin teacher as one who influenced him most, Capt. Donlon treasures a passage from the Roman historian, Livy, which came to his attention after he had left school. The quotation is one he feels has a certain pertinence in this day of armchair generals. Livy tells how the Roman consul chosen to lead an expedition against the Macedonians in the second century B.C., Lucius Aemilius Paulus, addressed the populace before his departure.

Paulus noted that Rome was full of people who posed as experts on how the war ought to be conducted. He added: "If, therefore, anyone thinks himself qualified to give advice respecting the war which I am to conduct, which may prove advantageous to the public, let him not refuse his assistance to the state, but let him come with me into Macedonia."

Miss Lente, at 54 the youngest teacher ever chosen for the Golden Key award, has been at the Saugerties High School since 1944. A native of Brooklyn, she attended public school there, was graduated from Packer Collegiate Institute, a private high school, and received her B.A. from Middlebury College. Later she obtained her master's degree there. She did part of her advanced study at Columbia University.

Her first teaching experience was at a rural school in Dutchess County, where she "taught everything" for eight years following graduation from Middlebury in 1932. She went on to Pine Bush, N.Y., for three years of teaching French and Latin at Central High School, before going to Saugerties. She is a member of the New York State Teachers Association, the National Education Association, and the American Association of Teachers of French. She makes her home in Saugerties with her widowed mother, Mrs. Howard Otis Lente.

Capt. Donlon still regards Saugerties, where he was born 32 years ago, as home. His widowed mother, Mrs. Paul A. Donlon, resides there and he has several brothers and sisters in the area. After graduating from Saugerties High School in 1952 he

(More)

spent a year at Syracuse University and several years at the United States Military Academy at West Point, N.Y. Soon after resigning from the Academy in 1957 he enlisted in the Army and was assigned to the Officer Candidate School at Ft. Benning. In addition to the Medal of Honor--the nation's highest award for conduct above and beyond the call of duty during combat--he wears the Purple Heart, Combat Infantry Badge, Good Conduct Medal, National Defense Service Medal, and Armed Forces Expeditionary Medal.

Sponsors of the Golden Key program are the American Association of School Administrators, the Council of Chief State School Officers, the National Association of Secretaries of State Teachers Associations, the National Congress of Parents and Teachers, the National Education Association, and the National School Boards Association. The program is coordinated by the National School Public Relations Association and is financed by public service contributions of business corporations and foundations.

# # #

2/8/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Robin Dorr

2/7/66

FOR IMMEDIATE RELEASE

International Committee
Issues Recommendations
On World Teacher Status

Recommendations designed to improve the professional, social and economic status of teachers around the world have been unanimously endorsed by educational experts from 29 countries who met in Geneva, Switzerland, Jan. 17-28.

William G. Carr, executive secretary of the National Education Association, and secretary general of the World Confederation of Organizations of the Teaching Profession, was the only American among the educators who met in Geneva. He was elected chairman of the Drafting Committee. The conference was co-sponsored by the United Nations Educational, Scientific and Cultural Organization and the International Labor Organization.

The draft recommendations, the culmination of recommendations drawn up at two previous conferences, reflect the observations of educational and political experts as well as international teachers' organizations. While not legally binding, the recommendations will help governments as well as teachers' organizations to improve the professional standing and working conditions of teachers by setting minimum standards recognized by the international community.

After defining educational objectives and policies regarding entry into the teaching profession, pre-service, and in-service education, rights and responsibilities, and conditions for effective teaching, the recommendations stress the need for salaries that reflect the importance of the teaching profession and are flexible enough to adjust to changing standards of living.

Teacher rights and responsibilities should be clearly defined, one recommendation states, and there should be a policy of stability of employment and security of tenure in the interest of education as well as that of teachers.

(More)

Qualified teachers should expect to receive advancement and promotion, the educators agreed.

Academic freedom, and the right to a voice in the teaching methods used in specific education communities is stressed in the recommendation. It states that teachers and their organizations should be consulted in determining policy, content and methods of education. Both salaries and working conditions for teachers should be determined through the process of negotiation between teachers' organizations and the employers of teachers.

The recommendations make note that control of class size and working hours are important factors in attracting and retaining teachers in the education community.

These final draft recommendations will be submitted to a diplomatic conference this September and considered for adoption by the member governments at UNESCO headquarters in Paris.

# # #

2/7/66

Feb. 3, 1966

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

NEA Head Lauds President's Proposals
To Strengthen International Education

WASHINGTON, D.C., Feb. 3--Dr. William G. Carr, Executive Secretary, National Education Association, issued this statement last night on President Johnson's proposals to strengthen international education:

"The recommendations of President Johnson to strengthen the United States effort in international education are clearly in the public interest. The policy of the National Education Association calls for an educational program which includes as one of its important objectives the preparation of American youth for their world responsibilities.

"To provide such instruction many teachers need assistance. The funds to be made available for the further education of teachers in this respect will therefore improve this phase of the work of American schools.

"The provision for educational and cultural attaches in U. S. embassies to occupy a status which does not subordinate their efforts to the immediate public relations interests of the U. S. missions abroad is in keeping with sound educational policy.

"During the past three years, many thousands of elementary and secondary teachers in Latin America, Africa, and the Caribbean have enjoyed a profitable exchange with U. S. teachers in the National Education Association's Teach Corps operated in cooperation with the Agency for International Development (AID). At the same time, the insights and skills of the U. S. teachers have been substantially enriched, and their

-more-

regular work with their own students has been more effective.

"The President's new proposals will enable such activities to be substantially expanded and improved. After careful examination of the text of the proposed legislation, the National Education Association will offer detailed comments on the President's proposals in order that they may have the greatest effect in meeting the educational needs of this nation and of other people with whom the U. S. cooperates."

####

2/3/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Roy Wilson or Joe Hanlon

2/4/66

FOR IMMEDIATE RELEASE

Note to the Editor: With this release we are sending to you two velox prints: (1) the cover of "The First Big Step" and (2) the sketch of the small boy who appears on the cover. Also enclosed is a press copy of the booklet.

HOW TO BE A PERSON

WASHINGTON, D.C.--The people who will read this don't need to. The people who should read it, probably can't. And therein lies the tragedy.

This is a new publication, titled "The First Big Step." It tries to tell mothers and fathers of the submerged, barely visible minority of disadvantaged people in the Great Society what it is like to be a person. Like a person about to start school.

It is hard for those of us who have always thought of ourselves as persons to realize that some persons--little boys and girls--don't realize that this is what they are. Individual little boys and girls. Many of them have never seen their own image in a mirror; many of them don't know that they have names that belong to them--and that they can be identified by their very own names. They are likely to mistake themselves for "you"--because what they have heard, all of their lives, can be crudely summarized in phrases such as "You shut up." Or "You get out of here."

From this bedrock premise, Patricia F. Platt in "The First Big Step," published by the National School Public Relations Association in cooperation with the National Congress of Parents and Teachers and the NEA Department of Classroom Teachers, undertakes to chart a course leading to first days in school for boys and girls who haven't the remotest idea of what school is. Miss Platt, an editor of Education U.S.A., has

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

written a simple, sensitive, and--for more sophisticated people--frightening guidebook. Frightening because it needed to be written. The 36-page booklet, illustrated with photographs by Carl M. Purcell, NEA photographer, is available at 60¢ a copy from the National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

While addressed to parents, "The First Big Step" is intended for use by teachers and other adults in programs to acquaint parents of three-to-five-year-olds with what they can do to make the child's step into school a smooth one.

"A whole life stands ahead of your child," Miss Platt begins. "You and the school have the tools to head him toward a good life. These pages point the way . . . ."

Answer his questions, she suggests, and ask him some questions. Tell him why you sweep the floor. Take him to the railroad station, or the airport. Show him how to see. Teach him how to hear, taste, smell, and touch. . . .

So nobody had to teach you how to do these things? Lucky you. But isn't it frightening?

# # #

2/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

FOR IMMEDIATE RELEASE

Kentucky Education Association Officer
To Work for More School Funds for State

WASHINGTON, D.C., Feb. 3--Rodney VanZandt, former Louisville, Ky., teacher, has been assigned by the National Education Association to assist the Kentucky Education Association and its membership to secure needed additional school funds.

VanZandt received his B.A. degree in education from the University of Kentucky in 1960 and formerly taught in the Louisville schools. He became chairman of the crisis committee of the Louisville Education Association in November 1964--a committee that successfully helped teachers to obtain needed funds for the Louisville and Jefferson County school systems.

During the past year, VanZandt has served as executive director for the two associations. He is now broadening his field to serve all teachers in the state.

The National Education Association's stand on the Kentucky school situation is that more money is needed to raise the schools from their near-bottom resting place in the comparison scales. Kentucky ranks 46th among the 50 states in average teacher salaries--an estimated $4,930 this year. Kentucky also is 46th in money spent for each schoolchild--an estimated $364 this year.

Arnold Wolpert, director of NEA's Urban Services, puts it like this:

"Good schools everywhere are a necessity--not a luxury. By every research test we can devise, good teachers make good schools. You can't get and keep good teachers if you don't pay them and if you pinch pennies for school supplies, and special school services.

-more-

"NEA stands firmly behind Kentucky's teachers in their determination to prevent the schools from sliding further and further downhill."

In appointing a committee on school finance, Gov. Edward T. Breathitt named himself as chairman and Dr. Harry Sparks, state superintendent of public instruction, as vice-chairman. The rest of the committee is made up of legislators, educators, and private citizens. The governor has said that while the schools need help he will meet his campaign pledge of no new taxes.

####

2/3/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

NEA Head Lauds President's Proposals
To Strengthen International Education

WASHINGTON, D.C., Feb. 3--Dr. William G. Carr, Executive Secretary, National Education Association, issued this statement last night on President Johnson's proposals to strengthen international education:

"The recommendations of President Johnson to strengthen the United States effort in international education are clearly in the public interest. The policy of the National Education Association calls for an educational program which includes as one of its important objectives the preparation of American youth for their world responsibilities.

"To provide such instruction many teachers need assistance. The funds to be made available for the further education of teachers in this respect will therefore improve this phase of the work of American schools.

"The provision for educational and cultural attaches in U. S. embassies to occupy a status which does not subordinate their efforts to the immediate public relations interests of the U. S. missions abroad is in keeping with sound educational policy.

"During the past three years, many thousands of elementary and secondary teachers in Latin America, Africa, and the Caribbean have enjoyed a profitable exchange with U. S. teachers in the National Education Association's Teach Corps operated in cooperation with the Agency for International Development (AID). At the same time, the insights and skills of the U. S. teachers have been substantially enriched, and their

-more-

regular work with their own students has been more effective.

"The President's new proposals will enable such activities to be substantially expanded and improved. After careful examination of the text of the proposed legislation, the National Education Association will offer detailed comments on the President's proposals in order that they may have the greatest effect in meeting the educational needs of this nation and of other people with whom the U. S. cooperates."

####

2/3/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

2-1-66

FOR IMMEDIATE RELEASE

Programed Book
Gives Students
Facts About VD

The greatest handicap in controlling syphilis, a former U. S. surgeon general once said, "is the widespread belief, from which we are only partially emerging, that nice people don't talk about syphilis, nice people don't have syphilis, and nice people shouldn't do anything about those who do have syphilis."

Dr. Thomas Parran might have said the same thing about the public attitude toward other venereal diseases, which since 1957 have spread explosively. And it's this attitude that educators are bent on changing, so that boys and girls in the schools may get the information they need to understand a health hazard that is growing in prevalence.

A new tool for teaching about venereal disease--a programed textbook--has just been published by the American Association for Health, Physical Education and Recreation. The author is William F. Schwartz, educational consultant of the Venereal Disease Branch, Communicable Disease Center, U. S. Public Health Service.

The size of the problem today is explained in stark figures by Dr. William J. Brown, chief of the Venereal Disease Branch: "Infectious syphilis among children between ages 15 and 19 almost tripled in the six years following 1957. Estimates place the annual national incidence of venereal disease among the teen group alone at somewhere between 200,000 and 300,000--a bare minimum of 600 a day. If one includes youth up to age 24, this figure increases to 1,500 infections a day; and the rate for the entire population is not less than twice that figure."

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

So the annual record for venereal diseases is over a million persons infected--and nearly all of them have completed the eighth grade where they might have learned enough to avoid later infection, the book points out. Unless citizens realize both the dangers of venereal disease and the ways in which it can be conquered, VD will go on despite wonder drugs in the pharmacopoeia.

The new book--available with a companion volume offering suggestions for teachers --is called "Students Manual on Venereal Disease: Facts About Syphilis and Gonorrhea." It leads the student who reads it from the important facts to the historical background. It does not go into questions of morality.

Step by step it leads students into the realization that VD is widespread, virulent, sometimes deadly; that it can, except in rare instances, be contracted only by skin-to-skin contact with an infectious person. It describes how VD attacks the body and damages it; how syphilis can lie seemingly dormant for years; and how infections can be discovered and treated.

Although gonorrhea and syphilis are the two major venereal diseases, it is syphilis that can have the most serious results. The book concludes:

"One way or another, syphilis affects everyone in the community, in every community in the United States. Those who do not suffer the effects of the disease must pay taxes to take care of many of those who do. For example, almost $50,000,000 a year is spent to maintain the syphilitic insane in tax-supported mental institutions.

"An additional $6,000,000 is spent by the government every year to help maintain the syphilitic blind. It is difficult to estimate how much more money is lost yearly due to the fact that most of the syphilitic insane and blind are not able to hold jobs and therefore do not pay taxes. If we add these many, many millions of dollars in expenses and loss to the human suffering and family tragedy which often result from syphilis, we can see how very important it is to wipe out syphilis once and for all in this country.

(More)

"After centuries of struggle, medical science has given us the tools to eradicate syphilis. It is up to every one of us to see that they are used."

# # #

2-1-66

NOTE: For press use only, a one-volume copy of both teacher and student manuals on venereal disease may be obtained from the Division of Press, Radio and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036. For other purposes copies of the book may be purchased for $2 each from NEA Publication Sales at the above address. Payment must accompany orders for $2 or less.

Jan. 28, 1966

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

1/29/66

FOR IMMEDIATE RELEASE

Parents Take Over Routine School Tasks
To Give Teachers Time to Do Their Jobs

Parent volunteers at Lee-Hamilton Elementary School, Ferguson-Florissant, Mo., School District are providing the time that teachers need to do their job of educating children.

A parent supervises 40-minute library periods, another watches over the cafeteria, and others do clerical work. This means more time for the regular teachers to plan for classes, grade papers, work with students, and even have a quiet lunch period.

Regular staff meetings are held before school, and teachers are free after the 2:15 dismissal time on Tuesday afternoons to confer with parents on the progress of their children.

Parent-Teacher Association committees frequently see to the collection of money for special activities, such as annual class pictures.

The Missouri school is among 24 in 15 districts throughout the United States participating in the "Time to Teach" project of the National Education Association's Department of Classroom Teachers.

The project was designed to set teachers to work identifying their most pressing problems--school by school--and seeking solutions for them. Many of the schools found that parent volunteers were of major importance in eliminating nonprofessional chores for the teachers and giving them more time to teach.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

"Problems and Solutions," a new NEA booklet, spells out what parents, college students, and high school students are doing in some cases to help the public school teacher.

Malcolm M. Provus, director of the two-year project, says that teachers were primarily responsible for success in seeking the "specific solutions to specific problems." But, he adds, their work could not have been effective without careful staff work by school principals.

Other examples of the "Time to Teach" pilot project:

- At Underwood Hills Elementary School, one of the Westside Community Schools outside Omaha, Neb., mothers provide eight assistants for typing, record keeping, and library supervision. Two teacher aides from the University of Omaha provide clerical assistance, and supervise the lunchroom and playground. They also weigh, measure, and test the eyesight of children. Such help permits the teachers to do more planning for work in the classroom.
- At Sowers Elementary School, Wichita, Kan., parent volunteers help in classrooms regularly throughout the school year so that teachers may complete records and assignments.
- At William Ramsay Elementary School, Alexandria, Va., parents type stencils two hours each day for classroom use. A separate eating place for off-duty teachers is planned, and a new master schedule will limit the number of special classes per day for each teacher.
- At Urbana Elementary School, Frederick County (Md.) public schools, students spend an afternoon each week in their own choice of activities. Since parents supervise the program, teachers are able to use this afternoon for planning and preparation.

The contribution by parents is outstanding, but there are other means of easing the strain on teachers who are called upon to do non-teaching tasks.

- At Smithsburg Elementary School, Washington County (Md.) Public Schools teachers complained that cafeteria and playground responsibilities left no time for planning, helping individual pupils, and assessing their progress.

(More)

Three solutions were found:

Upper-grade students assist lower-grade teachers before and after school by helping with bulletin board materials, charts for lesson illustrations, and housekeeping chores, and by reading stories or playing games with children.

One teacher handles all the science classes and another teaches all the music. This permits two one-hour free periods a week for each teacher.

A physical education teacher on a part-time basis makes possible additional time for planning and preparation during the school day.

Team teaching, grouping students in reading and arithmetic classes according to ability, more television and audiovisual aids, proper grouping of emotionally disturbed children, and good discipline--all help to ease teaching in the classroom, the project report indicates.

1/29/66

NOTE: For press use only, copies of the 20-page paperback, "Problems and Solutions," may be obtained from the Division of Press, Radio and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036. For other purposes the booklet may be purchased for 25 cents from NEA Publication Sales at the above address. Please mention Stock No. 111-03868.

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

FOR RELEASE TO P.M. PAPERS OF
FRIDAY, JANUARY 28, 1966

Governor to Hear
NEA School Pay,
Finance Experts

WASHINGTON, D.C., Jan. 28--Two experts from the National Education Association--one on teacher salaries and another on school financing--will testify Monday in Frankfort, Ky., before Gov. Edward T. Breathitt and his commission studying educational finance problems in the state.

The commission, appointed Jan. 21, will hold its second meeting then to hear Erwin Coons, since 1958 NEA teacher salary consultant, and Mrs. Jean Flanigan, an assistant director of the NEA's Research Division and a specialist in school finance.

A recent NEA research publication has put Kentucky in 46th place among the 50 states in average salaries paid teachers (an estimated $4,930 this year) and also 46th in the amount spent on instructing each child (an estimated $364 this year.) Last year, Kentucky was 45th and 43rd respectively.

The NEA's stand on the Kentucky school situation is that more money is needed to raise the schools from their near-bottom resting place in the comparison scales.

Arnold Wolpert, director of NEA's Urban Services, puts it like this:

"Good schools everywhere are a necessity--not a luxury. By every research test we can devise, good teachers make good schools. You can't get and keep good teachers if you don't pay them and if you pinch pennies for school supplies, and special school services.

"NEA stands firmly behind Kentucky's teachers in their determination to prevent the schools from sliding further and further downhill."

In appointing his committee, Gov. Breathitt named himself as chairman and Dr. Harry Sparks, state superintendent of public instruction, as vice chairman. The rest of the committee is made up of legislators, educators, and private citizens. The

(More)

governor has said that while the schools need help he will meet his campaign pledge of no new taxes.

The committee was formed in response to concern that Kentucky schools were not getting enough money. The Kentucky Education Association--state affiliate of the National Education Association--sought a package of $1,300 more in the next biennium for each classroom unit in the state. KEA figured $900 of that increase should go for pay hikes, for degree teachers, $200 for school construction, and $200 for instructional supplies.

But the governor's budget, passed unchanged by the legislature and now law, provides only a $400 average salary increase for each state approved classroom unit--and nothing else.

When the bill passed, Kentucky teachers were aghast. KEA called a special meeting of its general assembly Jan. 15 which quickly (1) rejected the governor's legislative program as inadequate, (2) proposed a one-cent sales tax hike for schools, and (3) determined to hold a one-day "professional protest day" to dramatize school needs.

Feb. 3 has been set as the day when teachers--with some exceptions--are expected to stay away from their classrooms. The exceptions are Campbell County, Glasgow and Shelbyville. The Barren County school system rejected the protest day proposal but teachers there voted 132-2 to stay away anyway.

# # #

1/28/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Robin Dorr

1/26/66

RELEASE AT WILL

Miami Beach to Host
June NEA Convention

Teachers who fled Cuba for freedom will be among the 10,000 teachers who will attend the "Free to Teach" convention this summer of the National Education Association, world's largest professional organization with a membership of nearly a million classroom teachers, principals, supervisors, superintendents, college professors and specialists in various educational fields.

The 104th NEA convention will be held in Miami Beach municipal auditorium, June 26 to July 1.

Richard Batchelder, NEA president, will preside at the convention and, on the final day, turn leadership of the NEA over to the incoming president, Mrs. Irvamae Applegate, dean of the school of education at St. Cloud (Minn.) State College.

John Gardner, Secretary of Health, Education, and Welfare, will be the featured speaker at the First General Assembly Sunday, June 26. President Batchelder will address the convention on Tuesday, and William G. Carr, NEA executive secretary, will give his yearly report at the first business session on that same day.

Ralph McGill, editor and publisher of the Atlanta (Ga.) Constitution, will be the guest speaker Thursday, June 30. Andrew Holt, president of the University of Tennessee at Knoxville and a former NEA president, will speak on Friday.

Elections will also be held Friday for president-elect, vice-president, and for two executive committee members.

(More)

Also on the final day of the convention a new five-cent stamp commemorating the 175th anniversary of the adoption of the Bill of Rights, will be issued in conjunction with the convention, and its "Free to Teach" theme. First day covers will be on sale at the convention.

This will be the 104th annual meeting of the NEA convention held since 1857 when the association was born in Philadelphia, Pa. This will be the second time in its history that the NEA convention has been held in Miami Beach. The first was held there in 1953.

# # #

1/26/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 26, 1966

MEMORANDUM TO: Education Writers and Broadcasters

FROM: M. Ruth Broom and Robin Dorr, Division of Press, Radio, and Television Relations

SUBJECT: 18th Annual Meeting of the American Association of Colleges for Teacher Education, Feb. 16-19, 1966.

PLACE: Conrad Hilton Hotel, Chicago, Ill.

SPEAKERS:

Willard B. Spalding, Director, California Coordinating Council for Higher Education. Dr. Spalding will deliver the seventh Charles W. Hunt Lecture on Wednesday evening, Feb. 16.

Evan R. Collins, AACTE President. Dr. Collins is President of the State University of New York at Albany.

Brooks Hays, former congressman from Arkansas, consultant to three presidents of the United States, and presently a distinguished professor at Rutgers University, New Brunswick, N.J.

David Schoenbrun, news commentator and journalist. For 16 years with CBS, Schoenbrun is now world affairs correspondent for the Metromedia Network and a Carnegie Fellow at Columbia University.

Wesley Meierhenry, assistant dean, Teachers College, The University of Nebraska, Lincoln.

Henry Steele Commager, noted historian and author, presently professor of history and American studies, Amherst College, Mass.

One of the highlights of the meeting will be the presentation of Distinguished Achievement Awards in Teacher Education to a group of institutions singled out by the AACTE for the high quality of their teacher education programs. The AACTE instigated this Awards program last year "to give some exposure to" colleges and universities which are trying out new ideas and experimenting with teacher education programs in an effort to improve them.

A press office will be located in the Conrad Hilton throughout the meeting and a staff will be on hand to help writers with coverage. We hope to have advance copies of some of the speeches. A copy of the conference program will be available upon request.

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 26, 1966

MEMORANDUM TO: Science and Education Writers, TV and Radio Commentators

FROM: M. Ruth Broom, Division of Press, Radio, and Television Relations, and Mrs. Mary Hawkins, Director of Publications, National Science Teachers Association.

SUBJECT: 14th Annual Convention of the National Science Teachers, a Department of the National Education Association and an affiliate of the American Association for the Advancement of Science.

PLACE: New York, New York, April 1-5, 1966. Press headquarters will be in Room 524 at the New York Hilton Hotel.

Speakers for this convention include the following three Nobel Prize winners:

* Linus Pauling, Nobel Laureate, Chemistry 1954; Peace 1963. Dr. Pauling is presently research professor at the Center for the Study of Democratic Institutions in Santa Barbara, Calif.

* Richard P. Feynman, Nobel Laureate, Physics 1965, presently professor of theoretical physics, California Institute of Technology, Pasadena.

* Polykarp Kusch, Nobel Laureate, Physics 1955, presently professor of physics at Columbia University, New York City.

Ten nationally-known scientists are scheduled to conduct science seminars, a new feature of the NSTA program this year, which are set up as short courses to bring teachers up to date on certain science subjects. The seminar series includes two each in physics, chemistry, and biology for senior high school teachers; two in the earth and space sciences for junior high school teachers; and two designed primarily for elementary school teachers of science.

In addition, about 100 papers are to be presented covering such topics as "New Ideas for Science Curriculum in the Schools," "Pictures of Scientists Drawn by Children," "Television Instruction in Science at all Levels," "Teaching Astronomy at All Levels," "Homework Assignments for Junior High Science."

Another highlight of the meeting will be the annual Exposition of Science Teaching Materials. More than 150 exhibitors will display the most up-to-date materials and equipment available in the science field. The exhibit will be housed in the Hilton Hotel, headquarters for the convention.

Approximately 6,000 participants from all parts of the U. S., Canada, and a few other countries are scheduled to attend the four-day meeting.

A Press Office staff will be on hand to help writers with coverage and we hope to have some advance copies of the speeches. A complete program will be available soon and will be sent to writers upon request.

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

1/25/66

For Further Information:
Fred Stoffel or Tom Hawkins

IMMEDIATE RELEASE

Local Educator
Wins National
Association Post

A well-known expert from this area in the use of audiovisual materials has been elected to one of the top posts in the National Education Association's Department of Audiovisual Instruction (DAVI). New officers will take office at the DAVI national convention April 24-29 in San Diego, Calif.

Wesley C. Meierhenry, assistant dean and professor of the University of Nebraska's Teachers College at Lincoln, is the new president-elect of the DAVI organization. He will automatically become DAVI president the following year.

Dr. Meierhenry is a former school teacher, superintendent of schools, college teacher and administrator. He has traveled both here and abroad to participate in audiovisual activities, and has instructed classes in audiovisual materials for teachers and administrators. He also has been consultant to many colleges on technology programs.

Kenneth Norberg, professor of education at Sacramento (Calif.) State College, now DAVI president-elect, becomes president in April. He takes over from Donald P. Ely, director of the Center for Instructional Communications at Syracuse (N.Y.) University.

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

John P. Vergis, professor of education and coordinator of audiovisual education, Arizona State University at Tempe, is DAVI's new Vice-President

Three new delegates-at-large for the audiovisual group are Lee E. Campion, director of educational communications, State Education Department, University of the State of New York, Albany; Irene F. Cypher, professor of the Department of Communications in Education, New York University, New York City; and Harry Johnson, professor of education and director, Audiovisual Center at Virginia State College, Petersburg.

# # #

1/25/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge or M. Ruth Broom

FOR IMMEDIATE RELEASE

Major National Teacher Education Problems
To Be Studied at San Francisco Conference Jan. 28-29

WASHINGTON, D. C., Jan. 24--Major national problems in teacher education, including the reasons good teachers get away or go away, will come under scrutiny Jan. 28-29 in San Francisco, Calif., at a conference sponsored by one of the National Education Association's major Commissions.

"Remaking the World of the Career Teacher" is the theme of the meeting to be held by the NEA's National Commission on Teacher Education and Professional Standards (NCTEPS). Last of a series of eight regional conferences, the meeting will open at the Sheraton-Palace Hotel on Friday, Jan. 28, with William H. Barber, dean of the School of Education at Gonzaga University, Spokane, Wash., as the principal speaker.

These regional meetings have been held during the past two months in major cities to bring in some of the top brains for "no-holds-barred" discussions on the need for bold changes in the pattern and concept of career development of teachers.

Participants for the San Francisco meeting have been invited from six states--Alaska, California, Hawaii, Nevada, Oregon, and Washington.

Discussing the ground rules for the conferences, Don Davies, executive secretary of the Commission, says certain participants have been asked to prepare papers containing "proposals or ideas for solutions to some of the most vexing and persistent problems" in teacher education. These papers will be discussed at the beginning of each meeting by a three-member panel and the ideas generated will serve for discussions that follow.

(More)

NCTEPS officials hope, Davies says, to find some answers to such questions as: Why do teachers leave the profession after training for that particular career? Is it because beginning teachers get inadequate help? Because of imposed, mass-produced professional requirements? Because of inadequate opportunity for promotion as a classroom teacher? Too many non-instructional duties? Fears and apprehensions about the use of part-time teachers, para-professionals, volunteers?

Conference participants who have been asked to prepare papers for the meeting have been urged to consider the following topics:

- New kinds of internship-residency programs for beginning teachers.
- New approaches to individually planned inservice education for teachers.
- New ways to organize and use staff more effectively--i.e., use of volunteers, part-time teachers, teacher aides, lay assistants, etc.
- New ways to encourage career status for teachers.
- New ways to provide for the interrupted career or late choice of a career.

As the conference gets underway, Davies and his associate, Roy A. Edelfelt, will discuss the conference task, introduce speakers and panelists. Participants will then break into small study group sessions.

###

1/24/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 24, 1966

Memorandum to: Editors and Broadcasters

The teacher dropout problem is serious. Although not talked about as much as the student dropout, the problem has the teaching profession alarmed. Too many of the desperately needed teachers are being lured away by industry, and too many a bright-eyed, eager teacher becomes bitter and bogged-down with impossible conditions and "lost" before he gets started in a profession that needs him and which could become a promising career.

The National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association, one of the organizations most vitally concerned over this problem, is determined to do something about it.

The Commission has been holding regional conferences all over the country the past two months, bringing in some of the top brains for "no-holds-barred" discussions. The last in a series of eight regionals will open in San Francisco, Jan. 28, at the Sheraton-Palace Hotel, with William H. Barber, dean of the School of Education at Gonzaga University, Spokane, Wash., as the principal speaker.

Theme for all the conferences: "Remaking the World of the Career Teacher."

Participants for the San Francisco meeting have been invited from six states--Alaska, California, Hawaii, Nevada, Oregon, and Washington.

Don Davies, executive secretary of the Commission, is one of the outstanding men in American education today and would be a good source for interviews to get a broad picture of what is happening in the whole area of teacher education.

Davies has this to say about the 1966 Regional Conferences:

"Our approach to these conferences is not conventional. Our purpose is to stretch the thinking of ourselves and others. We intend that the conferences deal with 'way-out ideas;' that they be controversial and disquieting. From these 'way-out ideas' may come a number of specific and practical steps that can be taken to lick these problems."

I am enclosing an advance release about the San Francisco meeting and hope that you or a member of your staff will be able to attend some of the sessions.

Sincerely,

M. Ruth Broom

M. Ruth Broom, Convention News Editor
Division of Press, Radio, and
Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Howard Carroll

FOR IMMEDIATE RELEASE

Hillsborough County Teachers
Attain First Level-Three
Agreement in the South

TAMPA, FLA.--Monday, Jan. 24, 1966, will be long remembered by some 4,000 teachers in Hillsborough County as the day the "Teachers Bill of Rights" was signed by the county school board.

The signing, which climaxed a long struggle by the county's three education associations, was significant because the agreement marked the first of its kind not only in Florida, but in all the South and Southeast as well.

A "level-three" agreement, the document includes a provision for an advisory panel in the event of an impasse during the period of negotiations. It was signed three days earlier by County Superintendent J. Crockett Farnell.

In a joint statement issued by the teachers and Farnell, the agreement was described as a "bold step forward for education in Florida."

A teachers' spokesman termed the agreement as a "guaranteed avenue for dealing with the school administration."

The superintendent and the school board concurred on the agreement after the three associations--Hillsborough County Classroom Teachers Association, Hillsborough County Education Association, and Hillsborough County Unit of the Florida State Teachers Association--warned the school administration that they would escalate local sanctions imposed last June 9.

At that time, teachers censured the offices of the county superintendent, county school board, governor, county tax assessor, state superintendent of public instruction, and the county's state legislative delegation.

(More)

The teachers protested conditions detrimental to quality education due to insufficient funds for schools.

They pointed out that adjacent counties provided financial support to reduce classroom size and established competitive salary schedules--all of which made them more attractive places to teach in than Hillsborough County.

Another sore spot with the teachers was the practice of non-compensatory extracurricular activities.

But these major points, after more than six months of struggle, were won by the teachers who lifted sanctions after the agreement was signed by both the county superintendent and the school board.

Before the school administration acted, however, the teachers let it be known that they had mobilized for stronger action--if necessary.

Stronger sanctions--including the establishment of a relocation service center for teachers who desired to seek employment in other Florida counties and the notification to teachers and prospective teachers in the Southeast urging them not to accept employment in Hillsborough County until conditions improved--were ready to be imposed if the agreement was not signed.

The Coordinating Council, Whose members represented the three education associations during the school crisis, removed sanctions after obtaining approval on the following:

- Professional Affairs Agreement.
- That the school administration give priority to improving pupil-teacher ratio and to making the salary schedule competitive with any new funds received by the county.
- Agreement with the school administration that all extra-curricular activities by teachers be voluntary.

The teachers removed censures on the offices of the county superintendent and the county school board. But censures will remain on the other offices until there

(More)

is an effort by these public officials to contribute toward the improvement of school conditions in Hillsborough County.

Assisting the Hillsborough County teachers in their efforts to attain the agreement were staff representatives of the Florida Education Association and the National Education Association.

# # #

2/9/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

January 21, 1966

To: Members of the National Association of Secondary-School Principals

Dear Colleague:

You are cordially invited to attend the "Magazine Showcase" luncheon to be held at 12 Noon, Saturday, February 5 in the Gold Room, Sheraton-Cleveland Hotel, Cleveland, Ohio. The luncheon will be held under the sponsorship of the Joint Committee of the National Education Association and the Magazine Publishers Association, in cooperation with the National Association of Secondary-School Principals.

An exciting program has been planned for this second annual "Magazine Showcase" planned especially for secondary-school principals.

The "Magazine Showcase," a feature for several years at other education conventions, has top editors and writers stepping out of the pages of current magazines to discuss articles of unusual significance to principals and other educators.

Information about the upcoming "Magazine Showcase" is contained in the enclosed announcement.

NASSP has received many reservations for this luncheon as a result of an earlier mailing of a "Special Attractions" Order Form. Luncheon tickets are still available, however. You may purchase yours at the NASSP ticket desk of the Cleveland Convention Center (public auditorium) at $3.75 each.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

Enclosure

SPEAKERS

Lerone Bennett, Jr., Senior Editor, EBONY

Author, poet, and social historian, Mr. Bennett is responsible for the current EBONY series entitled "Black Power" dealing with Negroes in office during the Reconstruction Period. He will discuss Part IV which appears in the February 1966 issue.

Roy A. Edelfelt, Associate Director, National Commission on Teacher Education and Professional Standards, National Education Association

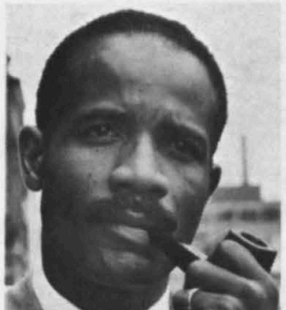
Alvin Toffler, Writer and former Associate Editor, FORTUNE.

Two national magazines, McCALL'S and GOOD HOUSEKEEPING, have current major articles highlighting the "problem teacher" and what the profession and public can do about removing such teachers from the classroom.

Mr. Edelfelt and Mr. Toffler will discuss "Teachers Who Make Children Hate School" by Samuel Grafton in McCALL'S, January 1966; and "What Teachers Can Do About 'Bad' Teachers" by Mr. Toffler in GOOD HOUSEKEEPING, February 1966.

Moderator: Robert E. Kenyon, Jr., Executive Vice-President, Magazine Publishers Association

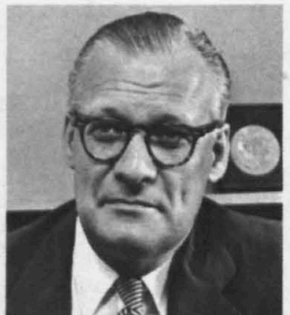
Presiding: Carroll F. Johnson, Superintendent of Schools, White Plains, N. Y., and Co-Chairman of the Joint Committee.



Mr. Bennett

Mr. Edelfelt

Mr. Toffler



Mr. Kenyon

Mr. Johnson

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
M. Ruth Broom, NASSP Press Office
Cleveland Auditorium
Cleveland, Ohio

FOR IMMEDIATE RELEASE

Hubert Humphrey to Address High School
Principals Convention on February 7

WASHINGTON, D. C., Jan. 21--Vice-President Hubert Humphrey will address the 50th anniversary convention of the National Association of Secondary-School Principals (NASSP) in Cleveland, Ohio, Monday evening, Feb. 7, according to an announcement here today by NASSP President Samuel M. Graves.

Humphrey is scheduled to talk to about 9,000 educators at the evening session at 8:30 p.m. in Cleveland's Convention Center.

Sharing the platform with the Vice-President at this session will be Dr. William G. Carr, executive secretary of the National Education Association, who is also Secretary-General of the World Confederation of Organizations of the Teaching Profession.

NASSP President Graves also announced that the following speakers have agreed to address the convention, which opens on Saturday, Feb. 5:

Rep. Albert H. Quie (R. Minn.), who speaks at one of the concurrent sessions on Saturday afternoon, on the topic "Education and Federal Legislation." Congressman Quie is a member of the House committees on agriculture, education, and labor.

Harry Schwartz, specialist on Soviet affairs for the New York Times, will speak at the general session on Saturday evening. Schwartz is the author of "Russia's Soviet Economy," and five other books, and was formerly professor of economics at Syracuse University.

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Another highlight of the convention will be a report by Dr. James Conant on the projected Study of the Comprehensive Secondary School which the NASSP is underwriting. Conant is expected to announce that the first steps have been taken in this new survey of secondary education in America.

The Conant committee has mailed to all public schools with a 12th grade a questionnaire seeking to determine to what extent they have extended their programs in both the academic and vocational areas. Data received will be analyzed by state and region.

Replies will be studied by the Conant committee to determine whether or not depth questionnaires should be sent to sample the responses received. Plans for visits to schools can then be made, according to committee officials.

It is expected that the study will take a year to complete, after which a report to schools and the public at large will be published.

The convention, expected to attract high school principals from every state in the union, will continue through Feb. 9. A Press Office will be located in the Cleveland Convention Center in Rooms 229-230, and a staff will be on hand to help reporters with coverage.

The NASSP is a department of the National Education Association and currently has a membership of more than 32,000.

# # #

1/21/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge or M. Ruth Broom

FOR IMMEDIATE RELEASE

Major National Teacher Education Problems
To Be Studied at Albuquerque Conference Jan. 24-25

WASHINGTON, Jan. 20--Major national problems in teacher education, including the reasons good teachers get away or go away, will come under scrutiny Jan. 24-25 in Albuquerque, New Mex., at a conference sponsored by one of the National Education Association's major Commissions.

"Remaking the World of the Career Teacher" is the theme of the meeting to be held by the NEA's National Commission on Teacher Education and Professional Standards (NCTEPS). Seventh in a series of eight regional conferences, the meeting will open at the Western Skies Motel on Monday, Jan. 24, with William R. Fielder, associate professor of education, Claremont Graduate School and University Center, Calif., as principal speaker.

These regional meetings are scheduled during the next two months in major cities to bring in some of the top brains for "no-holds-barred" discussions on the need for bold changes in the pattern and concept of career development of teachers.

Teachers and administrators at the Albuquerque meeting will come from four states--Arizona, New Mexico, Oklahoma, and Texas.

Discussing the ground rules for the conferences, Don Davies, executive secretary of the Commission, says certain participants have been asked to prepare papers containing "proposals or ideas for solutions to some of the most vexing and persistent problems" in teacher education. These papers will be discussed at the beginning of each meeting by a three-member panel and the ideas generated will serve for discussions that follow.

(More)

NCTEPS officials hope, Davies says, to find some answers to such questions as: Why do teachers leave the profession after training for that particular career? Is it because beginning teachers get inadequate help? Because of imposed, mass-produced professional requirements? Because of inadequate opportunity for promotion as a classroom teacher? Too many non-instructional duties? Fears and apprehensions about the use of part-time teachers, para-professionals, volunteers?

Conference participants who have been asked to prepare papers for the meeting have been urged to consider the following topics:

- New kinds of internship-residency programs for beginning teachers.
- New approaches to individually planned inservice education for teachers.
- New ways to organize and use staff more effectively--i.e., use of volunteers, part-time teachers, teacher aides, lay assistants, etc.
- New ways to encourage career status for teachers.
- New ways to provide for the interrupted career or late choice of a career.

As the conference gets underway, Davies and his associate, Roy A. Edelfelt, will discuss the conference task, introduce speakers and panelists. Participants will then break into small study group sessions.

###

1/20/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 20, 1966

Memorandum to: Editors and Broadcasters

The teacher dropout problem is serious. Although not talked about as much as the student dropout, the problem has the teaching profession alarmed. Too many of the desperately needed teachers are being lured away by industry, and too many a bright-eyed, eager teacher becomes bitter and bogged-down with impossible conditions and "lost" before he gets started in a profession that needs him and which could become a promising career.

The National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association, one of the organizations most vitally concerned over this problem, is determined to do something about it.

The Commission has been holding regional conferences all over the country during the past two months, bringing in some of the top brains for "no-holds-barred" discussions. The seventh conference in this series will open in Albuquerque, New Mexico, Jan. 24, at the Western Skies Motel, with William R. Fielder, associate professor of education, Claremont Graduate School and University Center, Calif., as principal speaker. The conference continues through Jan. 25.

Theme for all the conferences: "Remaking the World of the Career Teacher."

Participants for the Albuquerque meeting have been invited from four states--Arizona, New Mexico, Oklahoma, and Texas.

Don Davies, executive secretary of the Commission, is one of the outstanding men in American education today and would be a good source for interviews to get a broad picture of what is happening in the whole area of teacher education.

Davies has this to say about the 1966 Regional Conferences:

"Our approach to these conferences is not conventional. Our purpose is to stretch the thinking of ourselves and others. We intend that the conferences deal with 'way-out ideas;' that they be controversial and disquieting. From these 'way-out ideas' may come a number of specific and practical steps that can be taken to lick these problems."

I am enclosing an advance release about the Albuquerque meeting and hope that you or a member of your staff will be able to attend some of the sessions.

Sincerely,

M. Ruth Broom

M. Ruth Broom, Convention News Editor
Division of Press, Radio, and Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

FOR FURTHER INFORMATION:
Beatrice M. Gudridge

FOR RELEASE AT 2 P.M. E.S.T.
January 20, 1966

NEA PRESIDENT SCORES TEACHER UNION'S
DISREGARD FOR SCHOOLCHILDREN'S WELFARE

WASHINGTON, D.C., January 20--Labor's current drive to organize teachers puts loyalty to the union ahead of concern for the schoolchildren--and therefore must be vigorously opposed, the President of the National Education Association said today.

Speaking to the annual meeting of the Labor Relations Council of Chambers of Commerce here today, Richard D. Batchelder of Newton, Mass., declared that the American Federation of Teachers advocates precepts that endanger the classroom teacher's independence and academic freedom.

All citizens should be concerned, said NEA President Batchelder, when AFT officials such as vice-president Herrick Roth declare that the labor movement will not reach its peak in America "until union shop signs are hanging in every classroom."

The NEA conviction, says Batchelder, is that teachers cannot afford to ally themselves with any one segment of American life, such as the labor movement.

Why? "Because public education is for all the people. People entrust their children to the schools when they have confidence in the impartiality of teachers. That confidence is fostered by independence. Moreover, public education is a financial responsibility of all segments of society, not just of organized labor, not just of management, not just of any other group."

By affiliation with the AFL-CIO, Batchelder declared, the teachers union must harmonize its objectives with those of the parent body--even in instances where particular

-more-

NEA President Scores Teacher Union's
Disregard For Schoolchildren's Welfare

union movement stands are against the interest of the schools, the students, and the teachers themselves. He cited school financing as an example.

In many cases, he said, the teachers union, together with other unions, has opposed special taxes for schools. In Indiana in 1963, union opposition to a sales tax to support schools delayed the collection of these taxes for almost four months and cost the public schools some $49 million dollars--with the result that thousands of pupils went without needed instructional materials.

Another example is the nationwide boycott by AFT of books published by firms doing business with the Kingsport (Tenn.) Press which is currently involved in a labor dispute with non-teacher unions.

"It should be noted," Batchelder said, "that the decision of AFT and its affiliates to blacklist these textbooks (which include some 170 titles including World Book Encyclopedia and the Book of Knowledge) was completely unrelated to the educational value of the books."

NEA, he said, insists that the only criteria for use or non-use of books or other instructional materials is their educational value or appropriateness. Teachers, he said, "must remain responsible, independent, and free to teach, so that children may be free to learn."

He added: "When NEA is faced with choosing between secondary involvement in a labor dispute and the welfare of millions of children, we will stand with the children every time. Here perhaps, we have one of the main differences between the National Education Association and the American Federation of Teachers. Here, we have one of the main issues of independence. The National Education Association puts the children and teachers first. The American Federation of Teachers puts its union obligations first."

####

1/20/66

Unionism vs Professionalism in Teaching

An Address by

Richard D. Batchelder, President
National Education Association

to

Annual Meeting of Labor Relations Council of Chambers of Commerce

For Delivery: 2 P.M. Thursday, January 20, 1966
Federation Room, National Chamber Building
Washington, D. C.

Conscientious businessmen and citizens throughout the United States have become increasingly aware through numerous articles in newspapers, periodicals and other mass media of the efforts of the organized labor movement to extend its scope to include the public school teachers of America. It is almost impossible to over-emphasize the importance of the outcome of this struggle. For the outcome may largely determine not only the future course of American education but also the progress of American society. All citizens in the United States including teachers are participants in this conflict, whether they like it or not.

If the issue is approached casually, one can jump to the conclusion that what we are engaged in is merely a struggle between two rival teacher groups--the National Education Association on the one hand and the American Federation of Teachers on the other. Both are teachers organizations. Both profess to serve the needs of teachers.

Looked at more closely the issue before us is one of unionism vs. professionalism in teaching. The fundamental issue between the union approach and the professional approach in teaching is one of opposing concepts about teaching and public education. Most issues we face are not either-or propositions. This applies particularly to our thinking about the labor movement in this country today. Persons who are rational and mature in their assessment of the American labor movement recognize the many important contributions that organized labor has made to our economy and to our society. Mature and rational persons also recognize that some labor leaders and some unions are doing things that are harmful, both to the labor movement and to our society. Therefore, the mature person can neither sweepingly condemn nor sweepingly uphold all that has been done in the name of organized labor. It is just not that simple.

I would like to focus on three questions: (1) What is the extent of this union organizing campaign into the teaching profession? (2) Why is the labor movement dedicated to organizing white collar workers and professionals, and in particular teachers? and (3) Why does the NEA consider the organization of the teaching profession a detriment to American education?

The American Federation of Teachers as an organized union has been in existence since the beginning of the 1900's. Up until very recently, however, it has been an organization devoid of leadership and lacking initiative to bring about improvements in the educational field. In 1961 Myron Lieberman, an educational writer and well-

known American Federation of Teachers' member who ran for president of the AFT, characterized the AF of T when he said:

> . . .the American Federation of Teachers is seriously deficient, both as a professional organization and as a union. The AFT has no real program in certification, accreditation or professional ethics. Its journal is nothing but a house organ, and most of its publications are propagandistic in nature . . . .
>
> Nationally, the AFT has been like a desert tribe, devoting most of its energies to a relentless struggle for existence. It has had little surplus energy for more creative tasks. (The Nation, December 2, 1961.)

However, at the beginning of this decade, the American Federation of Teachers blossomed to life and gave evidence of being a progressive and vital organization in American education. In the last four years membership in the American Federation of Teachers has doubled. There are in existence approximately 560 active locals of teacher unions and 83 new locals were chartered or reinstated during 1965. The first marked evidence of this new look of the teachers' union was in December 1961 when the teachers of New York City voted for the local United Federation of Teachers to represent them in collective bargaining with the Board of Education of the City of New York. Since that time, teacher unions have won representation elections in Philadelphia, Detroit, Cleveland, Boston and Hartford, and some smaller cities.

At present the membership in the American Federation of Teachers stands at approximately 110,500 members. This compares with the membership in the National Education Association of approximately 1,000,000 and membership in NEA state affiliated education associations of approximately 1,700,000. Last year the AFT membership gain was approximately 10,400 members. To continue its drive to represent the American teachers, the AFT spends approximately 40 percent of its budget for organization and servicing.

These statistics, however, do not reveal the real significant drive inherent in this organizing campaign of the 1960's. The American Federation of Teachers serves as a front for organized labor in general, and the Industrial Union Department in particular in their drive to unionize white collar workers and professionals in American society. The recent vitality of the teachers union is an indication of the new life being pumped into it by the IUD and other unions affiliated with the AFL-CIO. This life blood is in a single word--money, coming largely from three unions: the United Auto Workers, the Steelworkers and the Machinists.

The recent Industrial Union Department's financial report showed that during the year ending June 30, 1965, $362,000 was allocated to the teachers in their organizing drive. This is in addition to the funds provided directly from other union sources. One recent newspaper account told of Michael Quill of the New York Transit Workers Union giving $5,000 to the organization fund of the United Federation of Teachers.

None of this is hit and miss; the drive on the school system is a carefully planned and well-financed program by the AFL-CIO and its Industrial Union Department to organize all public school teachers in the United States. Victor Riesel

summarized this campaign in a recent column in the following words:

> Mark this campaign well. It is but an early chapter of a thick history. The teachers' national president, bantam Charles Cogen, reports that the school systems in the smaller cities now will go like the big ones in a series of union selection elections. The national membership is edging up towards 200,000. Each victory adds thousands more. Just as did the old CIO drives on the auto and steel fronts unleash a fever which spread to other mass industries in the 1930's, the school teachers and their college instructors and professional allies, will infect masses of white collar employees of state and regional governments.
>
> It is the early day of a new era. It will add a new dimension to labor--and to modern education as well.

Why then is the labor movement dedicated to increasing its organizational drives for white collar workers and professionals, and for teachers in particular? Perhaps the answer is best stated in an article appearing in the New York Times of December 19, 1965. The article said in part:

> The number of workers belonging to unions reached a record high of 17,490,000 in 1956, but by the end of the last year membership had fallen to 16,841,000. . .
>
> Whether the AFL-CIO will be able to capitalize on its new harmony to end this plight remains to be seen. . . .
>
> Optimists believe they already see the signs of a stirring. They point out that there has been a rapid rise recently in unionization of government workers for instance. And, they are particularly pleased by the sharp climb in the organization of teachers which they hope will help break down the white collar workers' hostility towards unions.

Here, then, lies the answer. The big push amongst the teachers will be the pattern for assistance in the rest of the non-blue collar and professional fields. The organization of the nation's one and three-quarters million school teachers will merely be a stepping stone to the organization of the millions of white collar workers in government, our new space industries and business.

It is extremely important that we are aware also of another motivation in this unionizing drive for teachers in particular. This second motivation represents to us one of the most dangerous threats that American education will ever face. An article appearing on the front page of the Albuquerque Tribune of October 16, 1965, began with the following statements:

> A fiery plea to educate the nation on the labor movement by capturing the classroom was made today to the 10th annual convention of the New Mexico State AFL-CIO at the Alvarado. Herrick Roth, president of the Colorado State Labor Council, told delegates the labor movement will not reach its ultimate in America until "union shop signs are hanging in every classroom."

Mr. Roth, while being president of the Colorado State Labor Council, is also vice president of the American Federation of Teachers, and has for a long period of time been chairman of its legislative committee. In this speech before the New Mexico State AFL-CIO, Mr. Roth said that teachers of America have not yet realized the value of the labor movement to them. He said, "Teachers need to know that they must get more deeply involved in the labor movement." He said the labor movement needs to be taught not from a book, but by teachers who understand its value to the nation. And he emphasized that they do not now understand. Roth said that the labor movement is "the only hope of this country and the world." He added that if labor is able to get its perspective into the homes and schools, "no legislator will ever again raise the issue of right to work in this state."

Here, in clearly stated terms, a vice president of the American Federation of Teachers and a president of the Colorado State Labor Council states as the objective of the organization of teachers the indoctrination of the pupils and teachers to the labor movement philosophy in order to advance the interests of unionism in this country. Consistent with this is the objective of the American Federation of Teachers Local in New York City as given in Article II of its constitution. It reads:

> The objectives of the United Federation of Teachers shall be: (a) to cooperate to the fullest extent with the labor movement and to work for a progressive labor philosophy; to awaken in all teachers a labor consciousness and a sense of solidarity with labor.

The 1957 American Federation of Teachers Convention adopted the following as declared policy of the federation:

> The future enrichment of the labor movement as well as the survival of democratic America depends on understanding of the labor movement transmitted to our public school system by teachers who participate firsthand in the labor movement by membership in the American Federation of Teachers and who have an appreciation of the social and economic role of labor in our society.

The proceedings of the convention of the American Federation of Teachers held in New York City in August 1963 contain the following paragraph, which further reveals the motives of union leaders in seeking to organize teachers:

> The speaker (Nicholas Zonorich, director of organization, Industrial Union Department, AFL-CIO) then also emphasized the fact that young people coming out of the high schools today know so very little about the labor movement in general and that this was reflected in results relative to National Labor Board elections, in connection with which these people vote against unions in large numbers, indicating that there was improvement to be made here in connection with the expansion of educational instruction relative to unionism in connection with young people now pursuing courses in high school.

The curriculum in our schools must serve the needs of our children--not the needs of any special interest group.

Why does the NEA consider this encroachment into the teaching profession a detriment to American education? It would seem from what has been said that the answer to this is obvious, that there are other significant characteristics which must be pointed out. They deal with the basic organizational philosophy between the American Federation of Teachers and the National Education Association and its affiliated educational associations. The differences of which I speak can best be summarized with the two words--responsibility and independence.

National AFT President Charles Cogen exemplified to a large degree the posture of the leadership of the American Federation of Teachers and its regard for responsible action in a statement over radio station WNDT on October 16, 1963. At that time Cogen was president of AFT Local No. 2 in New York City. In the State of New York a strike by public employees is illegal under state law. This law has been tested in the courts and the courts have upheld its constitutionality. As you listen to the following excerpt from this public statement, please keep in mind that the courts have previously held the public employee anti-strike law of the state to be constitutional. Cogen stated:

> But it is argued, how can you justify defiance of the law? My answer is that countering this tradition of law and order is the countervailing tradition in America of individual liberty. Each man must decide for himself where the balance lies between law and order on the one hand and resistance to undemocratic government on the other. Furthermore, it is good sound American legal procedure to violate a law in order to test its constitutionality. But aren't the teachers setting a bad example for their students? On the contrary, we are setting a good example. Civic courage and idealism should be practiced by those who teach it. I am confident that our strikes have enhanced the respect which the students have for their teachers.

During the questioning period of the program which followed, Cogen stated:

> I have assumed as the basis of my argument that the anti-strike law is unjust and anti-democratic. Now it's on that supposition that I say I should not have to obey the law.

On a completely different occasion Cogen was quoted widely in the nation's public press as saying:

> Students will learn to emulate us and to realize there are certain laws that should not be obeyed. . . (New York Times, September 2, 1963.)

Mrs. June Fieger, a field representative of the Michigan Federation of Teachers, wrote in an issue of The Michigan Teacher that

> very little major progress has ever been achieved without the ultimate involvement of large groups of people in concerted law-breaking activities.

We hope the contrast is obviously clear. The professional associations pride themselves on the responsible manner in which they conduct the affairs and protect the interests of teachers, of pupils and the public.

Independence is important because public education is for all people. The people entrust their children to the schools when they have confidence in the impartiality of teachers. That confidence is fostered by independence. Moreover, public education is a financial responsibility of all segments of society, not just of organized labor, not just of management, not just of any other group. Its basic strength lies in developing and maintaining the support of the entire society. Professional associations in education can often improve their services to educators and to education by working with other groups, but their independence must be preserved.

Affiliation with a single segment of society would impair the effectiveness of the teaching profession in achieving the aims it seeks. The teachers cannot affiliate themselves with any one segment of society, be it organized labor, organized business, a particular political party or a religious group. Teachers cannot be bound by objectives which may be incompatible to our or to our children's best interests. We must be free in the field of education to make those decisions which are in the best interests of education and are predicated upon the interest of children and teachers and not those of any particular social or economic group. The teachers union, however, is dedicated to the proposition that education should be affiliated with the labor movement. This is illustrated in several ways. As stated before, the first objective in the constitution of the local union in New York City states:

> The objective of the United Federation of Teachers shall be to cooperate to the fullest extent with the labor movement and to work for a progressive labor philosophy, to awaken in all teachers a labor consciousness and a sense of solidarity with labor.

President Cogen, in his address to the Forty-Ninth Annual Convention of the American Federation of Teachers in Los Angeles in August of 1965, said:

> Closely intertwined with our need for greater influence over state legislation is the need for greater integration of our union into the labor union movement. It is a simple, uncontrovertible fact that where we have been successful we have been closely allied with the rest of organized labor. I can say unequivocably that in New York City, we could not have succeeded without the support of our brothers and sisters in the other AFL-CIO unions, and I daresay that the same is true in Chicago, Detroit, Cleveland, Philadelphia and many a smaller school district. I wish to state in no uncertain terms that any AFT local which is not affiliated with its appropriate AFL-CIO city central body and state federation--and we have all too many such dangling locals, unfortunately--is not a union in the complete sense.
>
> Every AFT member knows the practical need for making sure that our brothers and sisters in other unions are there when we need them. They will be ready to help us if we are "there" when they need <u>our</u> support. Such solidarity is imperative, even though we know that the labor movement, including ourselves, has some shortcomings.

We feel that this affiliation is wrong, both philosophically and practically. While we welcome and encourage organized labor as well as the business and agricultural groups to support activities for better schools, we do not wish at the same time to be governed or controlled by them.

Let me give a few examples of what this affiliation means. In Illinois, the Granite City Teachers Union supported a strike by the janitors and cafeteria workers and closed down the schools on April 6, 1964, because of union obligations. In New York, the local teachers union members were encouraged to picket the Bloomingdale Department stores.

Let me cite a recent more startling example of the undesirable effects of this close affiliation. In April 1963 the International Typographers Union called a strike against the Kingsport Press Company, Inc., of Kingsport, Tennessee. The Kingsport Press continued to operate by hiring replacements, which is one of its rights under governing federal law. The Typographical Union filed unfair labor practice charges, which were dismissed in August of 1965. The dispute has still not been settled. The Typographical Union has been unable thus far to bring sufficient economic pressure to bear on the Kingsport Press. It has, therefore, turned to other trade unions for help.

First, it went to the New York City Central Labor Council and the Allied Printing Trades Council of New York State and asked them to exert pressure on the New York City School Board by demanding that the board refuse to purchase any textbooks or teaching materials printed by the Kingsport Press. It should be noted that Kingsport Press prints books for some of the largest and most reputable book publishers in the United States, such as Grosset & Dunlap; Harper & Row; Holt, Rinehart & Winston; Alfred A. Knopf; J. P. Lippincott; McGraw-Hill; Charles E. Merrill; Random House; Charles Scribner 's Sons; Field Enterprise Educational Corporation; and Grolier, Inc.

The pressures of the Central Labor Council and the Allied Printing Trades Council were unsuccessful. The striking unions and the Central Labor Council then turned to the teachers union. The result was that the UFT formally proposed in negotiations with the New York City Board of Education that the Board agree not to purchase any textbooks, teaching items or other equipment manufactured, transported, and/or handled in any way by companies which have discriminatory hiring practices or are anti-union.

These efforts by the teachers union were also unsuccessful. Accordingly, the American Federation of Teachers has now joined in a nationwide boycott of books published by firms which do business with the Kingsport Press. The teachers union by action taken at its national conference in Los Angeles last August urged member locals "to call on their local boards of education to refrain from purchasing books printed by the Kingsport Press." The book blacklist distributed to the teacher-delegates specified 170 titles, including World Book Encyclopedia and the Book of Knowledge.

It should be noted that the decision of the American Federation of Teachers and its affiliates to force the disuse of the textbooks on this blacklist was completely unrelated to the educational value of the books or to whether acceptable alternative books were available. The decision was made solely on who published them.

Although the National Education Association can well appreciate the feelings of these members of the union in Kingsport, in the interest of academic freedom and the good of American education, the NEA must and does stand firm in its insistence that the only criteria for the use or disuse of books or other instructional materials in public schools is in their educational value and appropriateness. The teaching

profession must not become embroiled in secondary boycotts growing out of labor disputes.

When we are faced with choosing between secondary involvement in a labor dispute and the welfare of millions of children, we will stand with the children every time. Here, perhaps, we have one of the main differences between the National Education Association and the American Federation of Teachers. Here, we have one of the main issues of independence. The National Education Association puts the children and teachers first. The American Federation of Teachers must put its union obligations first, because it is dependent on union support for its very existence.

Another important issue at stake in regard to the independence of the teaching profession is the issue of the economic basis of public school support. Specific segments of society tend to favor varying taxing methods to support the public schools. We know, for example, that in general the labor unions tend to favor a graduated income tax and they strongly oppose the adoption of sales taxes. Some groups typically tend to favor the sales tax. Others stress property taxes.

As an independent profession, the National Education Association feels that the most equitable tax structure can be maintained with the true balance among the competing economic forces. A balanced tax structure that places a reasonable and equitable tax responsibility on all segments of our economy is vital to the strength of American public education. If the American Federation of Teachers were to enroll the total of the American teaching profession, it would then throw behind organized labor the support of the teaching profession to those economic issues and tax measures most acceptable to labor. A specific example of this took place in Indiana in 1963, when the AFL-CIO opposed the enactment of a sales tax for the support of the schools. When the law was passed over labor opposition, the state AFL-CIO sued to prevent its assessment. The suit blocked assessment of taxes from July 1 to October 24, 1963. The Indiana State Teachers Association, an NEA affiliate, which had successfully organized public and legislative support for the passage of this bill helped fight the case through the Indiana Supreme Court and won. This union law suit delayed the collection of taxes for almost four months and cost the public schools of Indiana some $49 million in public funds. As a result thousands of pupils were without instructional materials and supplies that they should have had. Similar situations have developed elsewhere--in Philadelphia in 1963; in Toledo in 1960; in Missouri in 1955; in Louisville, Kentucky in 1965; in California, Maryland and elsewhere.

The issue of independence cannot be overstated. The teachers union by affiliating with the AFL-CIO must harmonize its objectives with those of its parent body. Many times this harmonization is impossible and is, therefore, detrimental to the educational program. We must be free in education to make these decisions based upon our objectives, and not on the objectives of one segment of our society. Professional teacher associations are based on the following general principles. They can render services to the public only through persons who are competent and who work under conditions that permit them to use their competence. Our purposes are to promote excellence in the work of educators, to generate public support and to protect and advance the interests of our members and our students.

To serve these purposes, professional organizations in education need a broad and varied program. That is why most of them work at many different tasks. These tasks include--

--enabling educators to share in and contribute to the knowledge and insights of their profession;

--seeking the salaries, social status and conditions of work that will make teaching a rewarding calling and attract more excellent people to it;

--recruiting able people for professional service and helping to improve their preparation;

--doing advanced thinking and planning for education;

--compiling and publishing data needed for public and professional decisions regarding the schools;

--keeping the public informed about the schools;

--making the voice of educators heard at all levels of government and among all segments of the population in behalf of financial and other public support of schools;

--protecting justice and morale by investigating cases of alleged misconduct on the part of educators and others, and recommending appropriate action;

--protecting the integrity and morale of members of the profession by such services as insurance, retirement plans, and security in their professional positions.

I think that the charter of incorporation granted to the National Education Association of the United States by the United States Congress in 1907 contains the best statement of the purposes and objectives of professional associations of teachers that I have ever seen. The charter states that the purposes shall be

> to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States.

This is a big responsibility. It goes far beyond any special interest group. It cuts across all of American society.

We, in the professional associations of teachers, hold that the teaching profession is unique among all professions and among all occupations. As a professional group, teachers must understand all facets of American life--and be wedded to none. Teachers must remain free from entangling alliances with any economic, occupational or other group that might result in a conflict of interest or of professional allegiance. Teachers must remain responsible, independent, and free to teach, so that children may be free to learn!

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge or M. Ruth Broom

FOR IMMEDIATE RELEASE

Major National Teacher Education Problems
To Be Studied at Cheyenne Conference Jan. 21-22

WASHINGTON, Jan. 17--Major national problems in teacher education, including the reasons good teachers get away or go away, will come under scrutiny Jan. 21-22 in Cheyenne, Wyo., at a conference sponsored by one of the National Education Association's major Commissions.

"Remaking the World of the Career Teacher" is the theme of the meeting to be held by the NEA's National Commission on Teacher Education and Professional Standards (NCTEPS). Sixth in a series of eight regional conferences, the meeting will open at the Hitching Post Motor Hotel on Friday, Jan. 21, with Thomas E. Woods, superintendent of Schools, Beaverton, Ore., as principal speaker.

These regional meetings are scheduled during the next two months in major cities to bring in some of the top brains for "no-holds-barred" discussions on the need for bold changes in the pattern and concept of career development of teachers.

Teachers and administrators at the Cheyenne meeting will come from eight states--Colorado, Idaho, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming.

Discussing the ground rules for the conferences, Don Davies, executive secretary of the Commission, says certain participants have been asked to prepare papers containing "proposals or ideas for solutions to some of the most vexing and persistent problems" in teacher education. These papers will be discussed at the beginning of each meeting by a three-member panel and the ideas generated will serve for discussions that follow.

(More)

NCTEPS officials hope, Davies says, to find some answers to such questions as: Why do teachers leave the profession after training for that particular career? Is it because beginning teachers get inadequate help? Because of imposed, mass-produced professional requirements? Because of inadequate opportunity for promotion as a classroom teacher? Too many non-instructional duties? Fears and apprehensions about the use of part-time teachers, para-professionals, volunteers?

Conference participants who have been asked to prepare papers for the meeting have been urged to consider the following topics:

- New kinds of internship-residency programs for beginning teachers.
- New approaches to individually planned inservice education for teachers.
- New ways to organize and use staff more effectively--i.e., use of volunteers, part-time teachers, teacher aides, lay assistants, etc.
- New ways to encourage career status for teachers.
- New ways to provide for the interrupted career or late choice of a career.

As the conference gets underway, Davies and his associate, Roy A. Edelfelt, will discuss the conference task, introduce speakers and panelists. Participants will then break into small study group sessions.

# # #

1/5/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 17, 1966

Memorandum to: Editors and Broadcasters

The teacher dropout problem is serious. Although not talked about as much as the student dropout, the problem has the teaching profession alarmed. Too many of the desperately needed teachers are being lured away by industry, and too many a bright-eyed, eager teacher becomes bitter and bogged-down with impossible conditions and "lost" before he gets started in a profession that needs him and which could become a promising career.

The National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association, one of the organizations most vitally concerned over this problem, is determined to do something about it.

The Commission has been holding regional conferences all over the country during the past two months, bringing in some of the top brains for "no-holds-barred" discussions. The sixth conference in this series will open in Cheyenne, Wyo., Jan. 21, at the Hitching Post Hotel, with Thomas E. Woods, superintendent of schools, Beaverton, Ore., as principal speaker. The conference continues through Jan. 22.

Theme for all the conferences: "Remaking the World of the Career Teacher."

Participants in the Cheyenne meeting have been invited from eight states -- Colorado, Idaho, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming.

Don Davies, executive secretary of the Commission, is one of the outstanding men in American education today and would be a good source for interviews to get a broad picture of what is happening in the whole area of teacher education.

Davies has this to say about the 1966 Regional Conferences:

"Our approach to these conferences is not conventional. Our purpose is to stretch the thinking of ourselves and others. We intend that the conferences deal with 'way-out ideas;' that they be controversial and disquieting. From these 'way-out ideas' may come a number of specific and practical steps that can be taken to lick these problems."

I am enclosing an advance release about the Cheyenne meeting and hope that you or a member of your staff will be able to attend some of the sessions.

Sincerely,

M. Ruth Broom

M. Ruth Broom, Convention News Editor
Division of Press, Radio, and Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

FOR RELEASE TO A.M. PAPERS
MONDAY, JANUARY 17, 1966

New Theory of Learning Sees Brain Functioning Much as Computer Does

WASHINGTON, D.C., Jan. 17--A new theory of how the learning process operates borrows from computer technology to explain how the brain functions. The switch appears to be fair enough, considering that the first computers were hailed as "mechanical brains."

The new theory replaces a conception of the brain as a telephone switchboard which functioned only when the wires were plugged in properly. The switchboard remained an inflexible system, absorbing and transmitting knowledge which in no way affected the system itself.

Under the new computer concept, the brain becomes an active data processing system which stores information, not as isolated bits to be added to a stockpile of information received previously, but as patterns or "schema" analogous to categories or concepts of general application. With each new input of data, the whole brain is scanned for similar information already stored in its "memory banks."

If the new data matches what has already been programed into the brain, it merely assimilates the information and no learning or change in behavior is required. If the new data does not match previously programed data, the brain recognizes it as information which requires processing and new responses. In the process the learner's competence is increased and "the child uses information to grow on, just as his body grows on food."

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

This, and other new theories of learning are explored in "Learning and Mental Health in the School," the 1966 yearbook of the Association for Supervision and Curriculum Development. Edited by Walter B. Waetjen, assistant to the president of Maryland University, and Robert R. Leeper, editor of ASCD publications, the book brings together contributions of seven scholars. Their underlying assumption views the educational process not merely as mastery of a prescribed body of knowledge, but rather as competency to deal with the world as it exists or might exist. It is this idea which forms the link between learning and mental health as suggested in the title.

Ira J. Gordon, professor of education, University of Florida, is the contributor who produced the analogy between the brain and the computer, which he uses to give final burial to the old idea that intelligence, fixed and immutable in the genes, is something to be drawn out by the educational process. Instead, intelligence is seen as a process of behavior, the development of which is strongly influenced by whatever experiences are encountered.

In Gordon's view, experiences offered to the child who is learning provide for him a rewarding opportunity to put to effective use the learning apparatus with which he is endowed, and this satisfaction is intensified as the child discovers increasingly more complex tasks with which he can deal.

Gordon postulates an innate "push for order" as part of the learning process.

"The very nature of the child, neurologically, requires of him that he process information in such a way that categories emerge. What particular concepts, and at what levels of abstraction depend, of course, on input. Schooling which utilizes the child's endeavors to structure his world contributes to competence. Schooling which either tries to impose an order when the child cannot grasp it, or presents masses of data expecting the child to order them as the adult does, may lead to mental indigestion and feelings of incompetence.

(More)

"Concepts such as 'inquiry training' and 'discovery method' utilize the information processing model and capitalize on this transactional view...In order to master the environment, to know how to deal with events which surround and impinge on him, the child thus engages in behavior that tends to concept attainment. These concepts, or networks of inferences about how to deal with one's self and the world, increase his scope and ability. They give him not only competence, but the feeling of competence." When this occurs, the child is not only learning from the immediate situation which he is experiencing, but in the process is acquiring a predisposition for dealing successfully with further learning experiences.

Authors of the yearbook, in addition to Gordon, are: James Raths, associate professor in the University of Maryland bureau of educational research and field services; Eli M. Bower, consultant on mental health in education, National Institute of Mental Health; Donald Snygg, chairman of the department of psychology, State University College, Oswego, N. Y.; Elizabeth M. Drews, associate professor of education, Michigan State University; Marie M. Hughes, professor of education, University of Arizona; and Kenneth C. Weisbrod, associate dean, California State College, Long Beach, Calif.

1/17/66

# # #

NOTE: For press use only, a limited number of copies of "Learning and Mental Health in the School" is available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036. For other purposes the 184-page hardback volume may be purchased for $5 from the Association for Supervision and Curriculum Development at the above address. Please mention Stock No. 610-17674.

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

NEA Executive Secretary Takes Part
In Geneva Educational Conference

WASHINGTON, D. C., Jan. 14--Executive Secretary William G. Carr of the National Education Association leaves today for Geneva, Switzerland, for the final session of a five-year project on the worldwide status of teachers sponsored by UNESCO and the International Labor Organization. Dr. Carr, who also serves as Secretary General of the World Confederation of Organizations of the Teaching Profession, is the only American in a group of international education experts from 30 countries.

The Geneva Conference will involve two weeks of intensive analysis of a Draft Recommendation on the worldwide economic, professional, and social status of teachers. The Draft Recommendation, first worldwide effort to define the role of teachers in society, is based on the Report of an Expert Committee which met in Paris under Dr. Carr's chairmanship in 1964.

The Draft Recommendation begins with a definition of "status," "pupil," and "teacher." The major sections to be studied will be Educational Objectives and Policies, Entry into the Profession, In-Service Training for Teachers, Employment and Career, Rights and Responsibilities of Teachers, Conditions for Effective Teaching and Learning, Teachers' Salaries, Social Security, and Teacher Shortage. Working languages at the Geneva meeting will be English, French, Spanish, and Russian.

This January meeting is the fourth in a series since 1958 when the economic and social conditions under which teachers work in various countries were discussed

(More)

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

1/13/66

FOR IMMEDIATE RELEASE

SPECIAL TO NEVADA NEWSPAPERS

State Teacher Pay
Slips Down; Still
Tops U.S. Average

WASHINGTON, D.C. (Special)--Although still ahead of the nationwide average, teacher salaries in Nevada's public schools have slowed their pace, according to a new report by the National Education Association's Research Division.

The estimated average salary for Nevada teachers this year is $6,900. This represents just 6 per cent more than the national average of $6,506. Last year, the Nevada teachers estimated pay average of $6,837 was 10 per cent above the national average of $6,195.

According to NEA, 43 per cent of Nevada's 4,480 teachers are earning less than $6,500 this year according to current estimates. Nevada fell well below California, where teachers' salaries average $8,150 this year.

(Queried about the state education figures, James T. Butler, Carson City, executive secretary of the Nevada State Education Association, pointed out that while average salaries for Nevada teachers are higher than the national average, they must be high in order for the state to keep its present teachers and to attract new ones.

(Not only is the cost of living in Nevada high, he said, but the state must compete for 9 out of every 10 new teachers, who must come from outside the state since Nevada does not produce enough teachers to meet its needs. And average salaries in California are higher.

(But the people of Nevada, Butler says, are demanding a high-quality education system and the classroom teacher is the key to quality. Virtually every study, he points out, has shown that teacher pay is the greatest single indicator of a top-notch school.)

(More)

Other estimates for Nevada show:

- State schools are expected to receive $4,500,000 in federal funds this year, an increase of 29 per cent or $1,012,000.
- State revenue for schools this year is expected to be $28,602,000, nearly the same as last year.
- Local revenues are expected to rise to $22,000,000, up 15 per cent or $2,900,000.

Nationally, school revenues from federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/13/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 12, 1966

MEMORANDUM TO:

The convention of the American Association of School Administrators is, as you know, one of the biggest annual newsmakers of education. This year, as usual, we expect to have more than 100 reporters from the wire services, daily newspapers, national magazines, and education press covering the meeting in Atlantic City, N. J., February 12-16, 1966.

In addition, AASA and the editors of Education U.S.A. are planning to publish a 24-page summary immediately following the convention to be made available to all interested persons. They will draw on manuscripts in the Press Office for parts of this report.

To serve this news network, we need your help as a speaker scheduled to make a major presentation. We are hoping you can furnish an advance copy of your manuscript or a summary of your remarks to this office by February 8.

At any rate, we would like to have you fill in and return the attached Reply Form. If you can send your manuscript along with it, so much the better. But we do need the form to facilitate our planning.

If you find you cannot meet the February 8 deadline on submitting your manuscript, please mail or bring it to me at the Traymore Hotel in Atlantic City or to the AASA Press Office, located in Room 8 of the Atlantic City Convention Hall.

From February 10-16, you can reach either me or my associate, Mrs. Beatrice M. Gudridge at the Traymore or in the Press Office.

Thanks so much for your help.

Cordially,

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

REPLY FORM

The Division of Press, Radio, and Television Relations of the National Education Association will operate a Press Office during the annual meeting of the American Association of School Administrators in Atlantic City, February 12-16, 1966.

The following form will help us to serve writers and broadcasters covering the meeting. Please return this form whether or not you expect to have a prepared manuscript.

* * *

Mr. Roy K. Wilson, Director
Division of Press, Radio, and Television Relations
National Education Association
1201 - 16th Street, N.W.
Washington, D. C. 20036

☐ A copy of my manuscript or a summary of my presentation is attached.

☐ I will get a copy of my manuscript to you as soon as it is complete.*

☐ I will be unable to supply you with a copy of my manuscript.

Speaker: _____ _____
(Your last name) (Your first name)

Please check:

☐ Dr. ☐ Mr. ☐ Miss ☐ Mrs.

Your position in education, industry, or organization you represent:

_____

Scheduled time of delivery _____ _____ _____
(Day) (Date) (Time)

Hotel in Atlantic City where you can be reached: _____

Dates you expect to be in Atlantic City: _____ to _____

*Manuscripts which cannot reach this office by February 8 should be addressed to:

Mr. Roy K. Wilson
Traymore Hotel
Atlantic City, New Jersey

or

Room 8
Atlantic City Convention Hall
Atlantic City, New Jersey

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

1/10/66

FOR IMMEDIATE RELEASE

SPECIAL TO MONTANA NEWSPAPERS

Teacher Pay Up 3 Per Cent
Current Estimates Show

WASHINGTON, D. C. (Special)--Although considerably behind the nationwide average of $6,506, Montana's average teachers' salaries this school year are estimated at $5,800, up 3 per cent of $165, according to a new report by the National Education Association.

The ranking places Montana fourth among the five Rocky Mountain States, as it was last year when estimated average salaries were $5,635.

For the other Rocky Mountain states the average salaries are: Colorado, $6,387, up 4 per cent; Utah $6,250, up 5 per cent; Wyoming, $6,118, up 2 per cent; and Idaho, $5,685, up 10 per cent.

For the Far West states, the average salary scale is $7,804, and for the Southwest, $6,043.

Other estimates released by the NEA for Montana show that this school year:

• The state is expected to receive $4,550,000 in Federal funds for 1964-65. Estimates for this year show that Federal funds for 1965-66 should reach $8,600,000, up 89 per cent.

• Revenues from the state for schools are expected to reach $30,000,000, up $4 million or 15 per cent from 1964-65. Local revenue may touch $69,000,000, up 9 per cent or $5,500,000.

Nationally, school revenues from federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 10, 1966

MEMORANDUM TO: Editors and Broadcasters

Some 300 teachers and administrators from Idaho, Montana, Oregon, and Washington have been invited to take part in the National Education Association's Regional Conference on Instruction in Spokane, Wash., Jan. 27-29, 1966, at the Ridpath Hotel.

The conference, with the theme "Spotlighting The Learner," will be a workshop-type meeting devoted exclusively to discussion of ways to improve instruction in the nation's schools. The three-day program focus will be on creative teaching, the process of inquiry, teaching the culturally deprived, new programs and practical application in the classrooms.

Conference leaders include Elizabeth Koontz, president, NEA Department of Classroom Teachers; Jennelle Moorhead, president, National Congress of Parents and Teachers and professor, Continuation Center, University of Oregon, Eugene; Dr. Dorris Lee, professor of education, Portland State College; Leon P. Minear, Oregon State Commissioner of Education; James Russell, secretary to the Educational Policies Commission; Margaret S. Woods, lecturer on creativity, Seattle Pacific College; Ole Sand, director, NEA Center for the Study of Instruction; Anna L. Hyer, executive secretary, NEA Department of Audiovisual Instruction; J. Richard Suchman, director, Curriculum and Demonstration Center, U. S. Office of Education, and many other prominent educational leaders.

The twenty-first regional conference on instruction, the meeting is co-sponsored by the participating state education associations mentioned above and the NEA.

A Press Room for the conference will be located in Room 335 at the Ridpath Hotel and a staff will be on hand to help writers with coverage. We hope to have some advance manuscripts or summaries of some of the major addresses.

Sincerely,

M. Ruth Broom

M. Ruth Broom
Convention News Editor
Division of Press, Radio, and
Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C. (202) AD 4-4868
NEW YORK CITY (212) LT 1-2360
LOS ANGELES (213) 478-1277

For Further Information:
Fred Stoffel

1/10/66
FOR IMMEDIATE RELEASE

SPECIAL TO STATE JOURNALS

AASA Elects
Top Officers

Three education leaders from Connecticut, New York, and Tennessee have been elected to national office in the American Association of School Administrators, the 100-year-old professional organization to which school superintendents all over the country belong.

Elected in recent balloting were: William H. Curtis, president-elect, superintendent of schools, Manchester, Conn.; John L. Miller, vice-president, superintendent of schools, Great Neck, Long Island, N. Y.; E. C. Stimbert, executive committee member, superintendent, Memphis City Schools, Memphis, Tenn.

The new officers will take over on March 15. The new president-elect will serve for a one-year term and then automatically become AASA president. The vice-president will also serve for a year, but the new executive committee member will serve for a four-year term.

Curtis, teacher and assistant principal in Stratford, Conn., and principal and later superintendent at Wallingford, Conn., has also been district principal in Bellport, N.Y., and visiting professor at Trinity College. He received his B. S. degree from Tufts, Medford, Mass., a M. S. degree from the University of Connecticut, and did advanced study at Yale University. Curtis is now AASA vice-president, 1965-66.

The new AASA vice-president, John L. Miller, has been superintendent of schools in Brockton, Mass., and Great Neck, L. I. Formerly a teacher and principal in

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Massachusetts schools, he received his B. A. degree from Bates College, Lewiston, Maine, M. Ed. and Ed. D. degrees from Harvard Graduate School of Education.

E. C. Stimbert, newly elected member of the AASA executive committee, was teacher, coach, principal, and superintendent of public schools in Nebraska for 13 years. A member of the Memphis, Tenn., board of education from 1946-1964, Stimbert was also director of instruction for nine years, and assistant superintendent for two years in the Memphis City schools. He received his B. A. degree from Nebraska Wesleyan University and his M. A. degree from Nebraska University.

# # #

1/10/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

1/10/66

FOR IMMEDIATE RELEASE

Local Educator Named
To National Office

A local educator has been elected to national office in the American Association of School Administrators, Washington, D. C., professional organization for school superintendents.

Elected in recent balloting were: William H. Curtis, president-elect, superintendent of schools, Manchester, Conn.; John L. Miller, vice-president, superintendent of schools, Great Neck, Long Island, N. Y.; E. C. Stimbert, executive committee member, superintendent, Memphis City Schools, Memphis, Tenn.

The new officers will take over on March 15. The new president-elect will serve for a one-year term and then automatically become AASA president. The vice-president will also serve for a year, but the new executive committee member will serve for a four-year term.

Curtis, teacher and assistant principal in Stratford, Conn., and principal and later superintendent at Wallingford, Conn., has also been district principal in Bellport, N.Y., and visiting professor at Trinity College. He received his B. S. degree from Tufts, Medford, Mass., a M. S. degree from the University of Connecticut, and did advanced study at Yale University. Curtis is now AASA vice-president, 1965-66.

The new AASA vice-president, John L. Miller, has been superintendent of schools in Brockton, Mass., and Great Neck, L. I. Formerly a teacher and principal in

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Massachusetts schools, he received his B. A. degree from Bates College, Lewiston, Maine, M. Ed. and Ed. D. degrees from Harvard Graduate School of Education.

E. C. Stimbert, newly elected member of the AASA executive committee, was teacher, coach, principal, and superintendent of public schools in Nebraska for 13 years. A member of the Memphis, Tenn., board of education from 1946-1964, Stimbert was also director of instruction for nine years, and assistant superintendent for two years in the Memphis City schools. He received his B. A. degree from Nebraska Wesleyan University and his M. A. degree from Nebraska University.

# # #

1/10/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

1/10/66

FOR IMMEDIATE RELEASE

Local Educator Named
To National Office

A local educator has been elected to national office in the American Association of School Administrators, Washington, D. C., professional organization for school superintendents.

Elected in recent balloting were: William H. Curtis, president-elect, superintendent of schools, Manchester, Conn.; John L. Miller, vice-president, superintendent of schools, Great Neck, Long Island, N. Y.; E. C. Stimbert, executive committee member, superintendent, Memphis City Schools, Memphis, Tenn.

The new officers will take over on March 15. The new president-elect will serve for a one-year term and then automatically become AASA president. The vice-president will also serve for a year, but the new executive committee member will serve for a four-year term.

Curtis, teacher and assistant principal in Stratford, Conn., and principal and later superintendent at Wallingford, Conn., has also been district principal in Bellport, N.Y., and visiting professor at Trinity College. He received his B. S. degree from Tufts, Medford, Mass., a M. S. degree from the University of Connecticut, and did advanced study at Yale University. Curtis is now AASA vice-president, 1965-66.

The new AASA vice-president, John L. Miller, has been superintendent of schools in Brockton, Mass., and Great Neck, L. I. Formerly a teacher and principal in

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Massachusetts schools, he received his B. A. degree from Bates College, Lewiston, Maine, M. Ed. and Ed. D. degrees from Harvard Graduate School of Education.

E. C. Stimbert, newly elected member of the AASA executive committee, was teacher, coach, principal, and superintendent of public schools in Nebraska for 13 years. A member of the Memphis, Tenn., board of education from 1946-1964, Stimbert was also director of instruction for nine years, and assistant superintendent for two years in the Memphis City schools. He received his B. A. degree from Nebraska Wesleyan University and his M. A. degree from Nebraska University.

# # #

1/10/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

1/6/66

FOR IMMEDIATE RELEASE

SPECIAL TO RHODE ISLAND NEWSPAPERS

State Teacher Salaries
Farther Behind Average

WASHINGTON, D. C. (Special)--Average salaries for Rhode Island's public school teachers, while maintaining third place among the New England states, have dropped considerably in relation to the national average.

A new report by the National Education Association's Research Division estimates the average of teachers' salaries in Rhode Island to be $6,325 compared with the national average of $6,506. The state is thus behind the national average by $181. Last year, school year 1964-65, Rhode Island's average was $6,174 only $23 below the national average of $6,195.

Salary estimates for 1965-66 in the other New England states are: Connecticut, $7,200; Massachusetts, $7,100; New Hampshire, $5,650; Vermont, $5,631; Maine $5,550.

Rhode Island's share of federal funds for public schools in 1965-66 is estimated at $6,200,000, up $3,400,000 or 121 per cent.

State school revenues are expected to reach $25,750,000, up $2,120,000 or 9 per cent. Local school revenues are expected to rise from $46,400,000 to $49,500,000, up 7 per cent.

Nationally, appropriations by federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

1/6/66

FOR IMMEDIATE RELEASE

Too Much Leisure Time
May Be Future Problem

WASHINGTON, D.C.--In the next 15 to 20 years, today's youngsters may face the unusual problem of what to do with all their spare time as automation shortens their work day and cuts into the total number of years of employment.

This, social psychologist Donald N. Michael writes, will mean "boredom, anxiety, and restlessness" for many who "aren't prepared to use their leisure time well."

Michael emphasizes the importance of helping to educate youngsters to understand the problems that automation will bring in "Your Child and the World of Tomorrow," a booklet included in the January issue of the "NEA Journal," official magazine of the National Education Association.

In stressing the need for education, Michael says:

- Parents in many cases must help children to plan their lives, decide on jobs they may be able to get, recognize the need for continuing lifelong education, and cope with the new leisure. "At home a child can learn that there are often several right ways to do something, not just one, and that it's exciting to learn different ways."
- The youngster will need help if he is to win a good place in the new technological society, and there will be more teachers than ever educating people for both work and leisure.
- Students will confront new challenges. During the next two decades, more people will be working in such fields as genetics, brain processes, growth, and aging.

(More)

- Oceanography may offer tomorrow's engineers and scientists exciting work, equal to that of our spacemen.
- Many of tomorrow's jobs will offer opportunities to those who have the ability to work well with other people. There will be need for more doctors, nurses, clergymen, and social workers.
- There will be new opportunities for careers in "the helping occupations" as the population increases. The helpers will be needed in the anti-poverty program, which will be with us for a long time, the author writes.

Doing the job, Michael continues, means more education.

- With the increasing growth of automation, many unskilled workers will lose out to the machines, but some unskilled jobs will remain and some new ones will be created.
- Many skilled workers also will be forced to retrain, if they are to maintain well-paid, quality jobs. There will be education for all--almost on a cradle-to-grave basis.
- More children of all economic groups will attend nursery school and kindergarten. Post-high school education will be more widely available, and government subsidies for higher education will be more general.
- Community colleges, vocational schools, centers for instruction in recreation activities, and institutes attached to industry, business, and government will cater to all individuals, regardless of age.

—

1/6/66

Editor's note: The booklet inserted into the "NEA Journal" for January was developed from a book, "The Next Generation: The Prospects Ahead for the Youth of Today and Tomorrow," also written by Donald N. Michael. He is presently associated with the Institute for Policy Studies, Washington, D. C.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 5, 1966

MEMORANDUM TO: Education Writers and Broadcasters

FROM: M. Ruth Broom, Division of Press, Radio, and Television Relations

SUBJECT: Seventeenth Annual Conference on the Critics and the Schools sponsored by the NEA Commission on Professional Rights and Responsibilities

TOPIC: The Extremists and the Critics in our Local and National Life

TIME AND PLACE: 9:00 a.m., Monday, Jan. 17, 1966. Horace Mann Room (8th Floor) of the National Education Association's headquarters building, 1201 - 16th Street, N. W., Washington, D. C.

Since extremist groups continue to snipe at the schools and at local community leaders in various parts of the country, the NEA's PR&R Commission, in cooperation with about 80 leading educational and civic organizations, is seeking to strengthen efforts to help harrassed teachers, administrators and other victims.

This conference is one in a series designed to get at the root of problems faced by those who are bearing the brunt of attacks by both left-and right-wing groups and to study ways of coping with these problems.

Highlights of the conference include:

* A talk by Sen. Gale McGee (D.-Wyo.) on "Education, Extremism and Politics."

* The release of two pertinent reports-- 1) The annual Group Research report on right-wing activities by Group Research Director Wesley McCune, and 2) the biennial PR&R State of the Nation Report in regard to criticisms of the schools by Richard B. Kennan, PR&R executive secretary.

* A discussion of "Danger on the Right in the Washington-Maryland Area" by Jason Silverman of the Anti-Defamation League.

* A talk by David S. Jenkins, superintendent of schools, Annapolis, Md., on "Harrassment and Criticisms in Anne Arundel County."

* Discussion of "Right-Wing Attacks in a College Community," by Oliver Laine, president of Catonsville (Md.) Community College.

There will be a coffee hour at 9:00 a.m. before the conference opens during which you may wish to talk to some of the participants. About 150 are expected.

Enclosed is a copy of the conference program. If I can help you in any way in covering these sessions, please call me at the NEA, ADams 4-4848, Ext. 284. Or, if your interest is in radio and TV, call John Cox, at the same number.

Enclosure

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

January 5, 1966

Memorandum to: Editors and Broadcasters

The teacher dropout problem is serious. Although not talked about as much as the student dropout, the problem has the teaching profession alarmed. Too many of the desperately needed teachers are being lured away by industry, and too many a bright-eyed, eager teacher becomes bitter and bogged-down with impossible conditions and "lost" before he gets started in a profession that needs him and which could become a promising career.

The National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association, one of the organizations most vitally concerned over this problem, is determined to do something about it.

The Commission has scheduled a series of eight regional conferences for the next month in cities all over the country to bring in some of the top brains for "no-holds-barred" discussions. The fifth will open in Philadelphia, Pa., Jan. 14-15, at the Philadelphia Marriott, with Dr. Vernon Haubrick, professor of education at Teachers College, Columbia University, as the principal speaker. Dr. Haubrick received his doctorate at the University of Wisconsin and was formerly on the faculty at Hunter College in New York City.

Theme for all the conferences: "Remaking the World of the Career Teacher."

Participants in the Philadelphia meeting have been invited from five states--Delaware, Maryland, New Jersey, New York, and Pennsylvania--and the District of Columbia.

Don Davies, executive secretary of the Commission, is one of the outstanding men in American education today and would be a good source for interviews to get a broad picture of what is happening in the whole area of teacher education.

Davies has this to say about the 1966 Regional Conferences:

"Our approach to these conferences is not conventional. Our purpose is to stretch the thinking of ourselves and others. We intend that the conferences deal with 'way-out ideas;' that they be controversial and disquieting. From these 'way-out ideas' may come a number of specific and practical steps that can be taken to lick these problems."

I am enclosing an advance release about the Philadelphia meeting and hope that you or a member of your staff will be able to attend some of the sessions.

Sincerely,

M. Ruth Broom

M. Ruth Broom, Convention News Editor
Division of Press, Radio, and Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge or M. Ruth Broom

FOR IMMEDIATE RELEASE

Major National Teacher Education Problems
To Be Studied at Philadelphia Conference Jan. 14-15

WASHINGTON, Jan. 5--Major national problems in teacher education, including the reasons good teachers get away or go away, will come under scrutiny Jan. 14-15 in Philadelphia, Pa., at a conference sponsored by one of the National Education Association's major Commissions.

"Remaking the World of the Career Teacher" is the theme of the meeting to be held by the NEA's National Commission on Teacher Education and Professional Standards (NCTEPS). Fifth in a series of eight regional conferences, the meeting will open at the Philadelphia Marriott Motor Hotel on Friday, Jan. 14, with Dr. Vernon Haubrick, professor of education, Teachers College, Columbia University, as principal speaker.

These regional meetings are scheduled during the next two months in major cities to bring in some of the top brains for "no-holds-barred" discussions on the need for bold changes in the pattern and concept of career development of teachers.

Teachers and administrators at the Philadelphia meeting will come from five states--Delaware, Maryland, New Jersey, New York, and Pennsylvania--and the District of Columbia.

Discussing the ground rules for the conferences, Don Davies, executive secretary of the Commission, says certain participants have been asked to prepare papers containing "proposals or ideas for solutions to some of the most vexing and persistent problems" in teacher education. These papers will be discussed at the beginning of each meeting by a three-member panel and the ideas generated will serve for discussions that follow.

(More)

NCTEPS officials hope, Davies says, to find some answers to such questions as: Why do teachers leave the profession after training for that particular career? Is it because beginning teachers get inadequate help? Because of imposed, mass-produced professional requirements? Because of inadequate opportunity for promotion as a classroom teacher? Too many non-instructional duties? Fears and apprehensions about the use of part-time teachers, para-professionals, volunteers?

Conference participants who have been asked to prepare papers for the meeting have been urged to consider the following topics:

- New kinds of internship-residency programs for beginning teachers.
- New approaches to individually planned inservice education for teachers.
- New ways to organize and use staff more effectively--i.e., use of volunteers, part-time teachers, teacher aides, lay assistants, etc.
- New ways to encourage career status for teachers.
- New ways to provide for the interrupted career or late choice of a career.

As the conference gets underway, Davies and his associate, Roy A. Edelfelt, will discuss the conference task, introduce speakers and panelists. Participants will then break into small study group sessions.

# # #

1/5/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

1/4/66

FOR IMMEDIATE RELEASE

SPECIAL TO MISSISSIPPI NEWSPAPERS

Mississippi Is In Lower Bracket
For Teacher and Pupil Revenue

WASHINGTON, D.C. (Special)--Mississippi's elementary and secondary public schools are low on the ladder for teacher salaries and funds for maintaining students, according to the National Education Association.

NEA's Division of Research provides information on the southern state in "Estimates of School Statistics, 1965-66," along with all the other states.

Figures for Mississippi:

- Classroom teachers' average salaries are rising to $4,190 in this 1965-66 school year, according to present estimates. This means a $49 or 1.2 per cent increase. The national average is $6,506.
- Mississippi's expenditure per pupil in average daily attendance are climbing $46 or 16.9 per cent to $318. This is still the lowest per pupil expenditure for all 50 states.
- The ratio of pupils to teachers is nearly 29 to 1 with 20,275 teachers to 583,000 students. This is the highest ratio of any state in the nation. The national average among the states is about 25 pupils to 1 teacher.
- New school revenues, especially from the Federal government, may make improvements possible. The Federal revenues to Mississippi public schools are expected to rise from $16,307,000 to $41,500,000, an increase of 154.5 per cent.
- State revenues for schools are expected to rise from $101,409,000 to $106,000,000, up 4.5 per cent.
- Local revenues will go up 3.6 per cent from $58,402,000 to $60,500,000.

The total for all sources is estimated at $208,000,000, up 18.1 per cent.

(More)

Nationally, school revenues from federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

1/4/66

For Further Information:
Fred Stoffel or Tom Hawkins

FOR IMMEDIATE RELEASE

SPECIAL TO ALABAMA NEWSPAPERS

Alabama Near Bottom
In School Rankings

WASHINGTON, D.C. (Special)--Alabama's elementary and secondary public schools are counting on better salaries for teachers, substantial increases in federal funds, and additional funds from state and local sources for the coming educational year. But the state schools will still rank near the bottom.

Figures compiled by the National Education Association's Research Division in "Estimates of School Statistics, 1965-66" show:

● Classroom teacher salaries will average $5,150, up $375 or 7.9 per cent from the 1964-65 average. This compares with a national average of $6,506, up $311 or 5 per cent. But even with its increase in the average, Alabama will rank 9th from the bottom in the listing by states.

● Expenditure per pupil in average daily attendance will be up $48 or 15.6 per cent to $356. Alabama's rank in state listings is third from the bottom. The nationwide average for 1965-66 is estimated at $533 per pupil, up $49 or 10.1 per cent.

● The ratio of pupil to teacher is nearly 28 to 1 with 29,900 classroom teachers for 830,207 students in Alabama. The national average for the coming school year is about 25 to 1 or 1,699,330 teachers for 42,244,444 students.

● Federal revenue for Alabama schools is expected to rise 157.9 per cent from $19 million to $49 million, according to present estimates. Revenue from the state will jump 14.1 per cent to $194,000. Local revenue is expected to climb only 1.3 per cent from $75,000 to $76,000.

● Total estimated revenue from all sources for Alabama schools will be up 20.8 per cent from $264 million to $319 million. Total revenues for the nation's schools is expected to rise 12.6 per cent from $21,962,262,000 to $24,718,803,000.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

1/4/66

FOR IMMEDIATE RELEASE

SPECIAL TO ARIZONA NEWSPAPERS

Federal Funds Pace
School Revenue Hike

WASHINGTON, D.C. (Special)--Federal aid to Arizona's public schools is going up an estimated 168 per cent this school year, according to the National Education Association.

In the same period, the NEA Research Division estimates, state and local funds for schools are increasing at 4.0 per cent and 7.8 per cent respectively.

The figures for Arizona:

- Federal aid in 1964-65 for Arizona public schools was $9.3 million. For the 1965-66 school year expenditures are heading toward the $25 million mark.
- State revenues for the public schools last year were $65.8 million; this year $68.4 million.
- Public school revenues from local taxes last year hit $88.2 million; this year $95.0 million.

Nationally, school revenues by federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

Total appropriation increases for schools over the last ten years have averaged 10 per cent per year. The figures show that of the $2.8 billion increase this year for schools, 40 per cent came from federal sources alone.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

1/4/66

FOR IMMEDIATE RELEASE

SPECIAL TO COLORADO NEWSPAPERS

Federal Funds Pace
School Revenue Hike

WASHINGTON, D.C. (Special)--Federal aid to Colorado's public schools is going up an estimated 47 per cent this school year, according to the National Education Association.

In the same period, the NEA estimates, state and local funds for schools are supplying 91 per cent of the money for Colorado public schools.

The figures for Colorado:

- Federal appropriations in 1964-65 for Colorado public schools were $17 million. For the 1965-66 school year expenditures are heading toward the $25 million mark.
- State revenues for the public schools last year were $56 million; this year $69 million, up 23 per cent.
- Public school revenues from local sources last year hit $193.8 million. This year's estimate is for $186 million, down 4 per cent.

Teachers salaries are still below the national average. Colorado teachers in 1964-65 received an average of $6,119 per year, while the national average was $6,195. Estimates for this year are that Colorado's teachers' average salaries will be $6,387 compared with the national average of $6,506.

Nationally, appropriations by federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

# # #

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

1/4/66

FOR IMMEDIATE RELEASE

SPECIAL TO FLORIDA NEWSPAPERS

Federal Funds Pace
School Revenue Hike

WASHINGTON, D.C. (Special)--Federal aid to Florida's public schools is going up an estimated 91 per cent this school year, according to a new report by the National Education Association.

In the same period, the NEA Research Division estimates, state and local funds for schools are supplying nine-tenths of the money for Florida's public schools.

The figures for Florida:

- Federal appropriations in 1964-65 for Florida public schools were $32.4 million. For the 1965-66 school year expenditures are heading toward the $61.9 million mark.
- State revenues for the public schools last year were $314.7 million; this year $320.2 million, up 1.8 per cent.
- Public school revenues from local sources last year were $232.8 million; this year $274.2 million, up 17.7 per cent.

Nationally, revenues from federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

Total revenue increases for schools over the last 10 years have averaged 10 per cent per year. The figures show that of the $2.8 billion increase this year for schools, 40 per cent came from federal sources alone.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

1/4/66

FOR IMMEDIATE RELEASE

SPECIAL TO IOWA NEWSPAPERS

Federal Funds Pace
School Revenue Hike

WASHINGTON, D.C. (Special)--Federal aid to Iowa's public schools is nearly doubling this school year, according to a new report by the National Education Association.

In the same period, the NEA Research Division estimates, state and local funds are supplying 95 per cent of the money for Iowa public schools.

The figures for Iowa:

- Federal aid in 1964-65 for Iowa public schools was $7.8 million. For the 1965-66 school year expenditures are heading toward the $15.5 million mark.
- State revenues for the public schools last year were $31 million; this year $45 million, up 45 per cent.
- Public school revenues from local taxes last year were $260 million; this year $272 million, up 5 per cent.

Nationally, school revenues from federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

Total revenue increases for schools over the last 10 years have averaged 10 per cent per year. The figures show that of the $2.8 billion increase this year for schools, 40 per cent came from federal sources alone.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

1/4/66

FOR IMMEDIATE RELEASE

SPECIAL TO NORTH DAKOTA NEWSPAPERS

Federal Funds Pace
School Revenue Hike

WASHINGTON, D.C. (Special)--Federal aid to North Dakota's public schools is doubling this school year, according to a new report by the National Education Association.

In the same period, the NEA Research Division estimates, state and local funds are supplying 92 per cent of the money for public schools in the state.

North Dakota this school year ranks sixth in estimated per pupil expenditures in average daily attendance (ADA) in the seven Plains States with $460. Neighboring states and their per pupil averages are: Minnesota, $573; Iowa, $503; Kansas, $495; Missouri, $471; South Dakota, $466; and Nebraska, $423.

The revenue figures for North Dakota:

- Federal aid in 1964-65 for North Dakota public schools was $3 million. For the 1965-66 school year expenditures are heading toward the $6 million mark.
- State revenues for the public schools last year were $15 million; this year $20.5 million, up 36.7 per cent.
- Public school revenues from local taxes last year hit $51.4 million; this year $52.1 million, up 1.3 per cent.

Nationally, public school revenues from federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

1/4/66

FOR IMMEDIATE RELEASE

SPECIAL TO PENNSYLVANIA NEWSPAPERS

Federal Funds Pace
School Revenue Hike

WASHINGTON, D.C. (Special)--Federal aid to Pennsylvania's public schools is going up an estimated 188 per cent this school year, according to the National Education Association.

In the same period, the NEA Research Division estimates, state and local funds for schools are continuing to supply 93 per cent of the money for Pennsylvania public schools.

The figures for Pennsylvania:

- Federal aid in 1964-65 for Pennsylvania public schools was $34 million. For the 1965-66 school year expenditures are heading toward the $98 million mark.
- State revenues for the public schools last year were $534.8 million; this year $575 million, up 7.5 per cent. (This does not include funds from two bills passed by the state legislature last December, which authorized $107 million in increased state aid and $34 million in teachers' salaries.)
- Public school revenues from local taxes last year hit $657.1 million; this year $707.4 million, up 7.8 per cent.

Nationally, school revenues from federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

Total appropriation increases for schools over the last ten years have averaged 10 per cent per year. The figures show that of the $2.8 billion increase this year for schools, 40 per cent came from federal sources alone.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Joseph Hanlon

1/4/66

FOR IMMEDIATE RELEASE

SPECIAL TO TEXAS NEWSPAPERS

Teachers Salaries in Texas Still Lag
Despite Big Boost in Federal Funds

WASHINGTON, D.C. (Special)--Despite a boost in federal aid--up an estimated 139 per cent this school year, Texas still lags behind in the amount of money it pays its teachers, says the National Education Association.

With average teachers salaries in the nation up to $6,506 per year, Texas teachers receive an average of only $5,950.

And a new NEA Research Division report shows, the state is below the national average in per pupil expenditures. While the average amount spent for each child in average daily attendance in the nation was $533 in 1965-66, Texas spent only $450.

Other estimates released by the NEA for Texas, show that:

- The state received $36 million in federal aid for the 1964-65 school year. Estimates show that federal funds for 1965-66 should reach $86 million, up 139 per cent.
- State revenues for the public schools last year were $569 million; this year $636 million, up 12 per cent.
- Public school revenues from local taxes for 1964-65 hit $460 million; Estimates for 1965-66, $500 million, up 9 per cent.

Nationally, school revenues from federal, state and local governments are expected to hit $24.7 billion--nearly 13 per cent more than last year--paced by a 130 per cent increase in federal aid to schools.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

# # #

1/4/66

1/4/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel or Tom Hawkins

FOR IMMEDIATE RELEASE

SPECIAL TO VIRGINIA NEWSPAPERS

Virginia School
Spending to Rise

WASHINGTON, D.C. (Special)--Average teachers' salaries are expected to be somewhat higher in Virginia's public elementary and secondary schools this school year and expenditures for pupils are also expected to rise, according to the National Education Association.

Figures compiled by the NEA's Research Division in "Estimates of School Statistics, 1965-66" show for Virginia:

- Classroom teacher salaries are estimated to average $5,650, up $236 from last year on the basis of present estimates. The Virginia figure is $856 below the national average.
- Expenditures per pupil also are expected to increase from $376 to $415 in the 1965-66 school year, a rise of $39 on the basis of students in average daily attendance. The national average per pupil expenditure is estimated at $533.
- Virginia's ratio of pupils to teachers is estimated at just over 24 to 1 with 40,850 teachers and 987,364 students. The national average for the coming school year is about 25 to 1 or 1,699,330 teachers for 42,244,444 students in the fall.
- Federal revenue for Virginia schools is expected to reach $48 million, up 67 per cent from the current year's $28,712,000. State revenue may rise to $170 million up 6 per cent. Local school revenue for the year is estimated at $214 million, up 4 per cent.

Total estimated revenue from all sources for Virginia schools may reach $432 million. Total revenue for the nation's schools is expected to rise 12.6 per cent from $21,969,262,000 to $24,718,803,000.

(More)

The national public school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But while the boom is still booming, it's not booming as fast.

The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million. In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

1/4/66

Jan. 3, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Fred Stoffel

ALICE MORTON
ARCHIVES - B3

FOR RELEASE: Sunday, Jan. 3, 1965

High School Graduates Increase 93 Percent
In Decade, Says New NEA Research Report

WASHINGTON, D.C., Jan. 3--The educational tasks assumed by the nation's elementary and secondary schools have grown vastly both in size and scope in recent years. Data for the current (1964-65) school year, made public today by the National Education Association, show surprising changes in the last ten years.

NEA's Executive Secretary William G. Carr pointed out, for instance, that this year's total enrollment of 42,800,000 students in public elementary and secondary schools represents an increase since 1954-55 of 43 percent.

The statistics which occasioned Carr's observations are contained in "Estimates of School Statistics, 1964-65," an annual publication of the NEA Research Division.

"Even more noteworthy than that 43 percent rise in enrollment," Dr. Carr added, "is the fact that the number of high school graduates has increased 93 percent over the decade.

"This demonstrates, among other things, that the efforts of the schools to combat the dropout problem have been highly successful."

Carr pointed to other advances that have won recognition in recent years--the increased number of high school students who are doing college work during their high school years through advanced placement programs; the strengthening of content in the high school curriculums; the elimination by many colleges of the "bonehead courses" they used to think were necessary to prepare college freshmen for college study.

(More)

"The statistics in this report," Dr. Carr observed, "cannot tell the whole story about our high school graduates today. They're better than ever. Their schools and their teachers are better than ever. The statistics alone cannot explain how American public education, by raising the educational level of millions of citizens, has improved our country.

"You might call youngsters coming out of our high schools today the 'Fired-Up' generation. They're activists. They're thirsty for knowledge and experience. They have an urge to be involved in life--in the campus and in the community and in the world. They want to make a difference. And they have already made a difference in political and social life."

Among other highlights of this year's NEA report:

Salaries of classroom teachers rose by 4 percent in one year to a new high of $6,235. Current expenditures per pupil in average daily attendance reached $483 annually, a one year rise of 5 percent.

Reflecting the continued trend toward reorganization and consolidation, the number of school districts this year is 25,656, down 5.6 percent in one year. There were more than twice as many school districts a decade ago.

Total receipts of the public schools will reach $24.5 billion this year, a one year increase of 7.3 percent. Ten years ago receipts totaled only $10.5 billion.

Next to national defense, Carr pointed out, education continues to be the nation's largest governmental enterprise.

# # #

12-18-64

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

ALICE MORTON
ARCHIVES
B3

For Further Information:
Fred Stoffel or Joseph Hanlon

FOR RELEASE TO SUNDAY PAPERS OF JAN. 2, 1966

Federal Funds Pace
School Revenue Hike

WASHINGTON, JAN. 1--The nation's appropriations for its public schools this year will hit $24.7 billion--nearly 13 per cent more than last year.

The increased school budget was paced by a 130 per cent increase in federal aid to schools.

Since total appropriation increases for schools over the last five years have averaged 8.4 per cent per year, the increased rate of spending is significant.

The figures are from "Estimates of School Statistics, 1965-66," just published by the National Education Association.

Compiled by the NEA's Research Division, the figures show that of the $2.8 billion increase in revenue for schools, 40 per cent came from federal sources alone.

The school revenue figures break down like this: $13.1 billion from local taxes (up 5.8 per cent); $9.7 billion from state sources (up 10.9 per cent); and $1.9 billion from federal funds (up 130 per cent).

The leading edge of the World War II baby boom has now passed through high school and is showing up in college enrollment. But the boom is still booming. It's not booming as fast--but it's still growing. The report shows an increase of 1.1 per cent in the number of high school graduates next June--expected to be 2.4 million.

In the two preceding years, high school graduating classes have shown increases of 16 and 17 per cent.

(More)

This school year's enrollment of 43.9 million (27.8 million in elementary schools; 16.1 million in high schools) was only a 2.3 per cent increase, a smaller gain than in recent years, but it represented an increase of 40.8 per cent over a 10 year period, with the most dramatic rise coming at the high school level where it was 86.7 per cent.

The only decline in the school figures this year was in the number of operating school districts, which fell to 24,381, for the first time dropping below the 25,000 mark.

This year there are 1,699,330 classroom teachers, an increase of 3.8 per cent, and the total instructional staff comes to 1,866,273. The 536,575 men teaching in the elementary and secondary schools constitute about one-third of the teaching staff. Their relative number has been slowly rising in recent years.

The average salary of a classroom teacher this year is $6,506, a gain in one year of 5 per cent. The average salary of the total instructional staff is estimated at $6,792.

# # #

NOTE: For press use only copies of "Estimates of School Statistics, 1965-66," are available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th St., N. W., Washington, D. C. 20036. For other uses the volume may be purchased for $1.00 from Publication Sales at the above address. Payment must accompany orders of $2 or less. Please mention stock number 435-13230.

1/1/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

FOR RELEASE ON OR AFTER
January 1, 1966

Briefs from the "NEA Journal"

Today's Teen-Agers Need Teaching
On Use of Money, Specialist Says

WASHINGTON, D.C.--Adults may smile at the jerk-frug-and-Boston Monkey set, but their smiles fade when they realize that today's teeners are spending more than 11 billion dollars a year. Esther Peterson, special assistant to the president for consumer affairs, wonders if today's youngsters are being adequately prepared for this enormous responsibility.

In a guest editorial, "Education for Consumers," in the January issue of the "NEA Journal," official publication of the National Education Association, Miss Peterson suggests that consumer education should be taught by educators. "My concern about consumer education, however, is heightened by the fact that while children are big spenders today, they will be far bigger consumers tomorrow, as heads of families."

# # #

Adults at the College Level
Can Also Be Delinquents

WASHINGTON, D.C.--Delinquents are not always juvenile--in fact some are retired Army officers, housewives, businessmen or career women. Jarold W. Ramsey, writing in the current issue of the "NEA Journal," official publication of the National Education Association, reports that universities are having trouble with adults who return to school.

(More)

Commending adults who wish to return to college, the author points out that many present a know-it-all attitude and are unable to accept scholastic discipline. "I see clear evidence that university education for grown-ups is feasible, and can be wholly worthwhile for all concerned," the author states. But it should be clearly understood that adults must come back to school prepared to "take your knocks and win your honors on our terms."

# # #

Teachers Need to Work Harder
To Maintain Political Rights

Of the 20 million Americans moving about the country, many hundreds are teachers and they are increasingly aware of antiquated election laws that prevent them from taking a full part in community politics.

According to an article in the January issue of the "NEA Journal," official publication of the National Education Association, drastic changes in election laws are needed immediately. Due to a more mobile society many citizens are prevented from voting. In fact, less than 50 percent of the voters control Congressional elections in the United States, the article says.

Roseline Fisher, former teacher and active member of the League of Women Voters, and Maxine L. Chapman, chairman, NEA Citizenship Committee and an elementary school teacher, write: "Teachers themselves know how often they have been kept from voting by antiquated election laws written before America was a nation on wings and wheels," and before corporations shifted personnel from place to place, and teachers moved frequently from one school system to another.

The authors suggest a careful reading of President Johnson's Commission on Registration and Voting Participation Recommendations, presented in November 1963. Teachers are obligated to take a more active part in political affairs of their communities, the writers conclude, and they know the way to offices of governors, secretaries of state, and legislators.

# # #

WASHINGTON, D.C.--The gulf between the middle and economically deprived classes can sometimes be comparable to two different worlds, and it is the responsibility of the teacher to discover, or invent, a bridge between the two.

So writes Joseph D. Lohman in the current issue of the NEA Journal, official publication of the National Education Association. Understanding between teacher and student often breaks down because of communication, or the lack of it, and differences in habit patterns over which neither of the two groups have much control.

Exposing deprived children to the middle-class values, rather than imposing them is the secret, Lohman says. "If school personnel can open the doors for their students without attempting to push them through...then the student may be able to accept some of the school's values," Lohman concludes.

# # #

Should Student Records
Be Kept Confidential?

A school counselor and a principal discuss the issue of keeping student records confidential and come up with more agreement than difference of opinion in the current issue of the "NEA Journal," official publication of the National Education Association.

The counselor, Elizabeth T. Burianek of Washington Senior High School, Cedar Rapids, Iowa, stresses that the confidential relationship must be maintained between counselor and student. "In short," Burianek says, "the counselor must resist pressure to release personal information, even pressure from superiors."

R. O. Fitzsimmons, her principal, shares the counselor's opinion in general but suggests that sometimes there is a "need to know" and a "right to know" certain information about a student. Factual information might be of importance to a prospective employer, for example.

# # #

1/1/66